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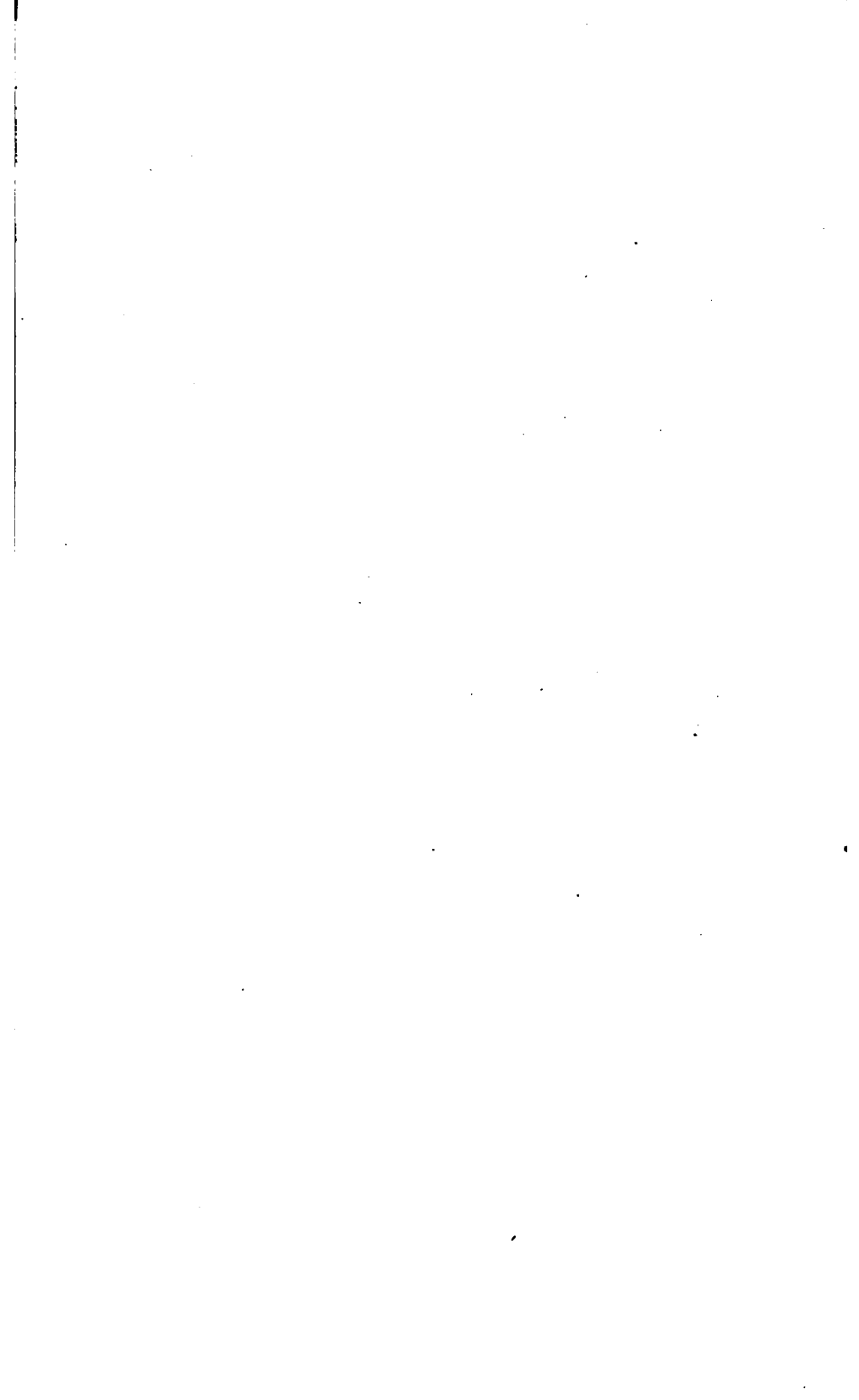
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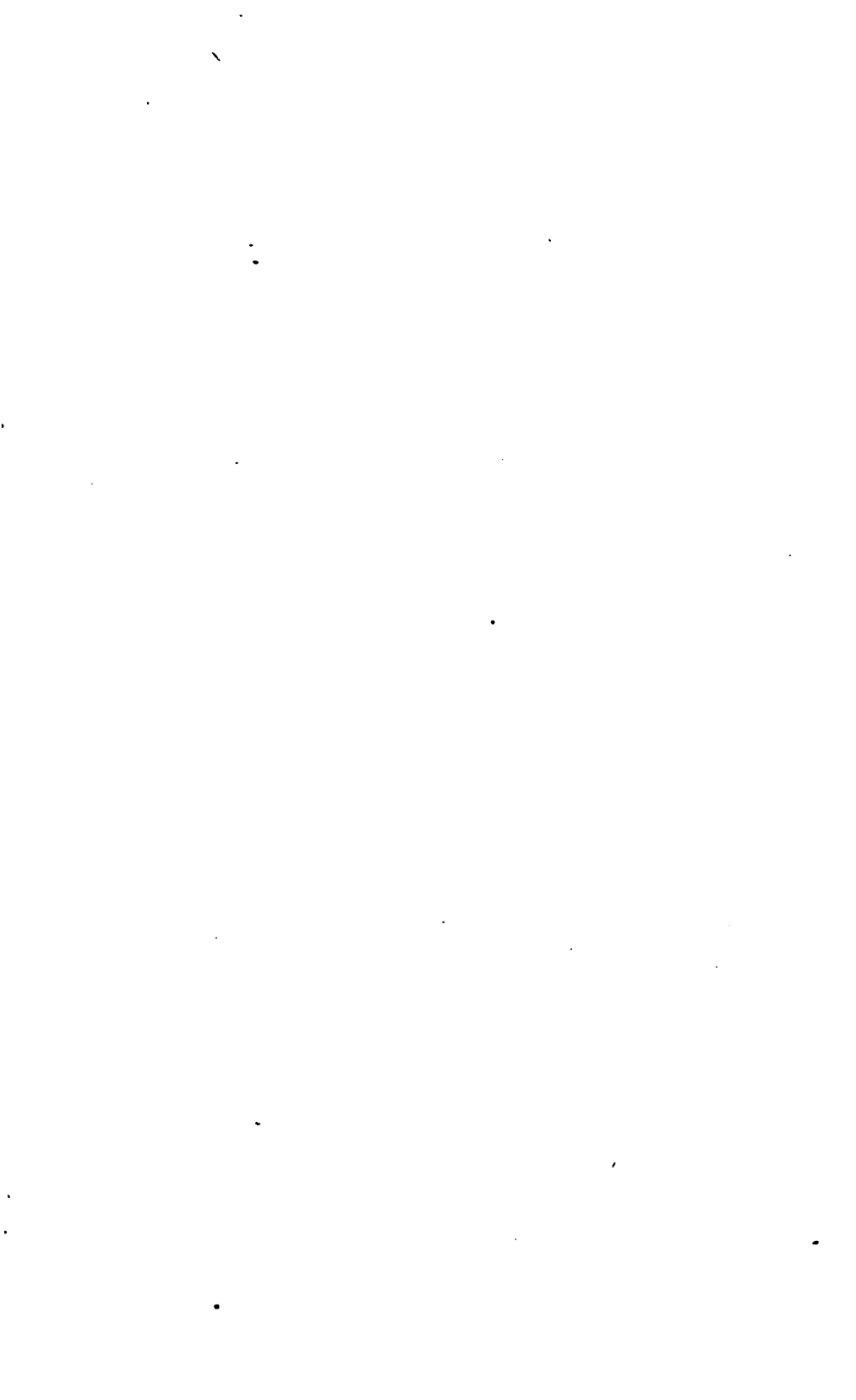
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Dear Mother







PUBLIC DOCUMENTS
OF THE
STATE OF CONNECTICUT
VOL. IV

1902

Printed by Order of the General Assembly

HARTFORD
1903

NOTE.

Commencing with the documents for the year 1900, a Document Number has been assigned to each State departmental report.

This number is determined by the chronological order of the first printed independent issue of such report and will in future be retained by it, thus showing the relative chronological place it occupies in the printed reports of the State.

A list of these reports, with the date of first printed issue and the document number of each, appears on the following page.

WM. E. SEELEY,

Comptroller.

CHRONOLOGICAL ORDER OF FIRST PRINTED REPORTS OF DEPARTMENTS.

Document Number.	
1. Comptroller,	1807
2. School Fund,	1809
3. Governor's Message,	1817
4. State Prison,	1828
5. Bank Commissioners,	1838
6. Adjutant-General,	1838
7. Quartermaster-General,	1839
8. Board of Education (first issued by Commissioner of Common Schools),	1839
9. Vital Statistics (first issued by Secretary of State),	1847
10. Treasurer,	1852
11. Connecticut School for Boys (Reform School),	1853
12. Railroad Commissioners,	1854
13. State Librarian,	1855
14. County Commissioners,	1862
15. Connecticut School for Imbeciles,	1862
16. Manual and Roll,	1864
17. Insurance Commissioner,	1866
18. State Board of Agriculture,	1866
19. Fish and Game Commissioners,	1867
20. Connecticut Hospital for the Insane,	1867
21. Connecticut Industrial School for Girls,	1870
22. Indebtedness, rate of tax, etc.,	1874
23. Bureau of Labor Statistics,	1874
24. Connecticut Agricultural Experiment Station,	1878
25. State Board of Health,	1879
26. Statement of Vote for State Officers,	1880
27. Criminal Business of Courts,	1880
28. State Board of Charities,	1882
29. Connecticut (formerly Storrs) Agricultural College,	1882
30. Shell-Fish Commissioners,	1882
31. Estimate of State Expenditures,	1885
32. Dairy Commissioner,	1887
33. Factory Inspector,	1887
34. Storrs Agricultural Experiment Station,	1889
35. Board of Education of the Blind,	1895
36. Highway Commissioner,	1897
37. Building and Loan Commissioner,	1898
38. Commissioner on Domestic Animals,	1898
39. Sewerage Commission,	1899
40. Attorney-General,	1900
41. Commission of Public Records,	1900
42. Dental Commission,	1901
43. Israel Putnam Memorial Camp Ground Commissioners,	1902

LIBRARY NOTE.

In order that each department report of the State of Connecticut for a series of years may be quickly located in the bound volumes of Public Documents, the Comptroller has also given each report a Binding Number by which its position in the bound volumes is permanently established, thus enabling each report to be found in the same position and volume from year to year.

That these several reports may be placed in the libraries of our several exchanges as soon as possible after publication, he has provided that the State Librarian shall be supplied with two hundred sets bound in volumes of convenient size, each volume to be bound and labeled in harmony with the regular set and sent out as soon as possible after the printing of the reports belonging therein. This arrangement to begin with the reports for 1902.

GEO. S. GODARD,
State Librarian.

Connecticut State Library,
Nov. 7, 1903.

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State of Connecticut
PUBLIC DOCUMENT No 8

REPORT
OF THE
BOARD OF EDUCATION
OF THE
State of Connecticut
TO THE GOVERNOR
TOGETHER WITH
The Report of the Secretary of the Board

Hartford Press
The Case, Lockwood & Brainard Company
1903

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OF THE
STATE BOARD OF EDUCATION
1903

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REPORT

OF

THE BOARD OF EDUCATION

TO THE GOVERNOR

The activities of the year that can be indicated by statistics are set out in the several statistical tables embodied in the text or in the appendix. These include receipts and expenditures, the enforcement of attendance and labor laws, state teachers' examinations, conveyance of children, high schools and high school grant, the ages of children by grades and public libraries.

HIGH SCHOOLS

There are 66 towns having high schools organized with courses of three or four years, and in 64 towns the school officers have consented to the attendance of children at non-local high schools. The 134 towns thus directly or indirectly extending high school advantages to their children had in 1900 a population of 794,062* and an enumeration of 209,006. It follows that high school privileges are free to 87.4 per cent. of the population of the state and to 88.5 per cent. of the enumerated children. 42 towns have not made any provision for high school education.

The number attending non-local high schools, with the amount paid by the state for each of the five years the law has been in operation, is as follows:

Year	No. of towns sending students	No. of scholars attending non-local high school	No. of high schools approved	Paid by state
1897-1898	32	136	27	\$2,315.96
1898-1899	40	214	24	3,584.09
1899-1900	55	408	26	7,059.85
1900-1901	61	489	31	8,591.72
1901-1902	64	580	37	12,563.47

* The population of the state was 908,355

TEACHERS' MEETINGS

As the law requires, this board has sought to improve methods and promote the efficiency of teaching by holding meetings of school officers and teachers in several parts of the state. The number of meetings was 134 and the attendance was more than 10,000.

STATE TEACHERS' EXAMINATIONS

During the year there were three hundred and twenty candidates for examination for teachers' certificates. Most of these took partial examinations. One hundred and ninety-six certificates were granted and five hundred and eighty-five certificates were renewed for one or more years.

To meet the necessities of small towns this board has added to the certificates now in use a statutory certificate. Examinations will be held in any town at the request of the school officers. This certificate is intended as a step and encouragement toward the advanced certificates.

TEACHERS

There were in the public schools 4,316 teachers, or one to every twenty-seven children in average attendance. In the graded primary schools each teacher instructs about fifty scholars and in the high schools the number to each teacher is less than eighteen.

The average monthly salaries have been for men \$99.29 and for women \$44.51. These figures do not represent the actual conditions, because a few large salaries increase the average. There were 450 teachers who during the year were receiving not more than \$250.00, 435 teachers receiving more than \$250.00 but not more than \$300.00, and 1,021 teachers receiving more than \$300.00 but not more than \$350.00.

The number of educated and trained teachers is increasing. There are 1,013 graduates of our normal schools teaching in the state. A large number, estimated at 250, are graduates of normal schools in other states.* There are about 400 graduates of colleges or universities, of whom most are teaching in high schools. It appears that about 1,400 have received special preparation for teaching. 1,000 hold the state teachers' certificate, which cannot be retained unless evidence of good teaching is annually presented.

* Generally the less efficient of these foreign graduates come to the state

Sixty-five per cent. of educated and well equipped teachers are bunched in ten towns and cities, but the number annually making their way to the country is increasing. Of the 191 who graduated from the normal school this year at least half began teaching in country schools.

From time to time there is a scarcity of good teachers, but these lean periods usually occur in the middle of the year, when contracts are in force and changes cannot be made. At the end of a school year there is little, almost no, difficulty in obtaining good teachers if fair wages can be paid. The supply of good teachers was never so great, notwithstanding the increased demand.

School teaching makes larger demands upon teachers than formerly, but these expanded requirements have been more than met by shorter hours, numerous holidays and higher wages. The hours are now five or less instead of six. The week, formerly six or five and one-half days, is not more than five. Holidays, visiting days, local celebrations and amusement days have multiplied until two and three weeks are annually gained by teachers for recreation. In every crowded quarter there is a purpose and endeavor to diminish the number of children in each school. The increase in wages has more than kept pace with increased cost of living.

The state has responded to the demand for higher attainments and more skill by maintaining normal schools. In these can be trained eight hundred students; the number in attendance was five hundred. The contribution of these schools to the trained teaching body of the state is as follows:

	Estab- lished	Whole number	Graduates Living	Teaching in state	Per cent. of living gradu- ates teaching in state
New Britain	1850	1,982	1,784	537	30
Willimantic	1889	362	357*	167	47
New Haven	1893	503	501	309	59
		2,847	2,642	1,013	

The number of persons who definitely devote themselves to teaching is small and the average stay of teachers in the ranks is short.

Men of ability that justifies expectation of attainment of the higher positions in the elementary schools or high schools are

* 81 are married

attracted after two or three years' service to commerce, to the press, to the pulpit, to law or to medicine.

The period during which women, who constitute about five-sixths of the whole body of teachers, remain in the profession is brief. There is good reason for believing that the average duration of the service of women in elementary schools does not exceed five or six years. In the year under review there were in the public schools about 1,700 who had taught five years or more. The average teaching experience of graduates of the normal school is five or six years. It is not surprising that very few teachers are willing to undergo any laborious and extended training by way of preparation for so transitory an employment.

The weakest point in our system is the method of determining the qualifications of teachers. Of the body of 4,316 teachers as a whole it is impossible to make any general statement except that it is unexcelled in variety.

DISTRIBUTION OF STATE GRANT

Money received for the support of schools by the towns is derived mainly from two sources,—local taxation and state grant.

The state grants are \$2.25 for each person between the ages of four and sixteen, as ascertained by the annual school census in October, and high school tuition fee not exceeding \$30.00 per scholar in attendance at a non-local school. The payments to the towns from the state treasury were on account of enumeration grant \$348,448.79 and on account of high school grant \$12,563.47.

On page 38 is presented a plan for an average attendance grant. In substance this plan gives towns having a grand list of less than \$500,000.00 a sum which with the state grant of \$2.25 and the amount raised by town tax will enable a town to expend for public schools \$25.00 per scholar in average attendance. The main condition is that the town shall raise and expend a four-mill tax.

If all possible towns accept this grant the payments from the state treasury will amount to \$57,000.00, which is one-tenth of a mill upon the aggregate valuation of the state.

The number of towns which will be obliged to raise more than they are now raising is thirty, and the number of towns

to which less rate of taxation for schools is possible will be thirty.

CHILD LABOR

The reports of the agents will be found upon page 82. In the year under review 651 establishments were visited and 548 inspected. These visitations and inspections showed that 5,660 children over fourteen and under sixteen were employed.

The employment of children under fourteen years of age is prohibited in mechanical, mercantile, and manufacturing establishments. The attendance law provides that children must be in school during the days and hours that schools are in session and also that any person employing children during these days and hours shall be subject to a considerable fine. Thus the labor and attendance laws are complementary, certain in their terms and incapable of easy evasion. A trustworthy system is provided for ascertaining the ages of children. Certificates of parents are no longer accepted and official records and school registers are the only evidence. If a child is born outside of the United States and has not resided or attended school in this state, there is sometimes uncertainty and evasion. The law should authorize agents to investigate and grant certificates if the facts warrant.

The employment of children in various industries, and especially in street occupations, is approved by some on the ground that these children are the offspring of the very poor and their earnings are needed to keep body and soul together. The belief of the agents, based upon much experience, is that most parents of children of school age are not in destitute condition. Poor they are at times, but not so poor that they have a just defense for depriving their children of schooling or for causing them to work before they have received a good common school education. Moreover, if destitution or suffering to a family would result from the attendance of a child at school, it is time for charity to intervene. The town should insure the education of the child. The deprivation of schooling maims the child for life and results in harm to the community in which he lives. It is better that a town incur temporary expense than that the children should be without education, exposed to dangerous influences and to the probability of a future career of idleness and crime. Especially is this true

when the parents do no manner of work and the town officials are confronted with the lazy and vicious parent problem as well as the school problem.

It is found that a large proportion of the child labor out of school hours and in vacation has not the foundation of family necessity for earnings. In some cases the children escape from parental authority and support themselves in defiance of home ties by means of money earned in precarious employments. Under such conditions they drift quickly to lives of vice and crime. The evidence is abundant that work begun thus early does not promote industry in later years. Many boys kept at toil out of school hours, and at odd times, later cease to work and drift into idleness or worse. In their childhood days they have had their experience of work. They have gained no happiness or advantage therefrom; they find no encouragement for later exertion; they feel that work is a burden and eventually have the instincts of tramps.

UNION OF SCHOOLS

A law authorizing the union of schools has been upon the statute books for several years and runs as follows:

When the number of scholars in any district for any term of school shall be so small that in the judgment of the school visitors the maintenance of a separate school in said district for such term is inexpedient, said board of school visitors may unite the school of such district with the school of an adjoining district or districts, and when the school of any district shall be thus united with the school of another district or districts it shall be as full a compliance with the law as if said district had maintained a separate school for the time required by law. Whenever any school shall be discontinued, under the provisions of this section, the school visitors may provide transportation for children to and from school, and the expenses of such transportation, when approved by the board of school visitors, shall be paid by the town treasurer, upon the order of the selectmen.

This section is distinct from the section technically entitled "consolidation of schools," which provides a method for "town management" of schools. Under district and town management schools can be united under the section given. This union is effected by action of the town school officers.

The advantages resulting from the union of schools and the transportation of pupils are

- 1 The health of children is better, because they are less exposed to inclement weather. There is less absence from sickness.

- 2 The average attendance is fifty per cent. better. Children cannot be tardy and truancy is almost impossible.

3 Children remain longer in school. Many who have passed fourteen complete the common school course.

4 Fewer teachers are required. Without increasing expense trained and experienced teachers can be secured, because larger salaries are paid.

5 All the advantages of graded schools are secured.

6 Invariably the schoolhouse has been improved in respect of light, ventilation, and apparatus.

7 Expense is reduced in most cases. In expense are included cost and maintenance of school buildings, apparatus, and furniture.

8 The children find a larger circle of acquaintance. The people are drawn together because all families are represented in one common institution.

9 In some cases transportation makes possible a daily distribution of mail throughout the town.

10 The farm as formerly becomes an ideal place to rear children. Children obtain an education equal to that of centers of population, while they have the great advantage which comes from country life.

SCHOOL PROVISION

Number of schools	1,515
Number of departments	3,950
Number of schoolhouses	1,586
Sittings	165,287
Number of scholars enrolled	161,545
Average attendance	118,056

These figures when compared with those of the previous year show 5,966 more scholars on the registers and an increased average attendance of 2,782.

Expressed in percentages, scholars on the registers have increased by 3.83 per cent. and the average attendance by 2.41 per cent.

We are able at this time to furnish further particulars showing the ages and advancement of the registered scholars:

Age	Number	Age	Number
3-4 years old	3,071	11 years old	13,211
5 " "	8,860	12 " "	13,037
6 " "	12,747	13 " "	12,306
7 " "	14,261	14 " "	7,778
8 " "	14,949	15 " "	4,414
10 " "	14,283		

These children were classified as follows :

	Number		Number
Kindergarten	7,170	Grade vii	8,818
Grade i	27,289	" viii	6,496
" ii	18,449	" ix	3,879
" iii	17,615	" x (high school)	2,800
" iv	16,600	" xi	1,837
" v	14,056	" xii	1,358
" vi	11,509	" xiii	545

From this table it appears that at the beginning of the fourth year forty per cent of the children who entered have either left school or are detained in the lower grades. At the beginning of the sixth year sixty per cent, and at the beginning of the eighth grade seventy-five per cent, have disappeared, and at the beginning of the high school course eighty-five per cent are not in school. Not more than two per cent are found in the last year of the high school.

The inferences from these figures are :

1 The essentials of a common school education should be persistently taught from the beginning. We agree that ignorance is an evil, but schooling will not relieve us instant of all the evils which a vast population exhibits. Ability to read and write is not an assurance of honest living or honorable dealing or manual skill or thrift. Essentials well taught will not protect all people from the mischiefs wrought by temptations to get drunk, by appeal to prejudice, by idleness, and all untoward conditions of life. But reading furnishes the instrument by which the child and man may know how the world has fared and is faring outside his narrow fold. Writing and counting enable him to manage his own small affairs with order and confidence. We make no transcendental claims for common school education. At its best, we must express its effect in homely terms ; but these homely terms cover large areas in the art of orderly living and even in the humanities. By ninety-five per cent of our children the mastery of these instruments must be acquired in a few years — all, too short — before the necessities of earning a living engross each day, and while the faculties are fresh.

2 In all towns and cities there is great need of some means of prolonging educational discipline beyond the age of fourteen, when the strictly primary course is finished and when the effect of the compulsory law is lost.

Public libraries are nobly influential in this direction, but

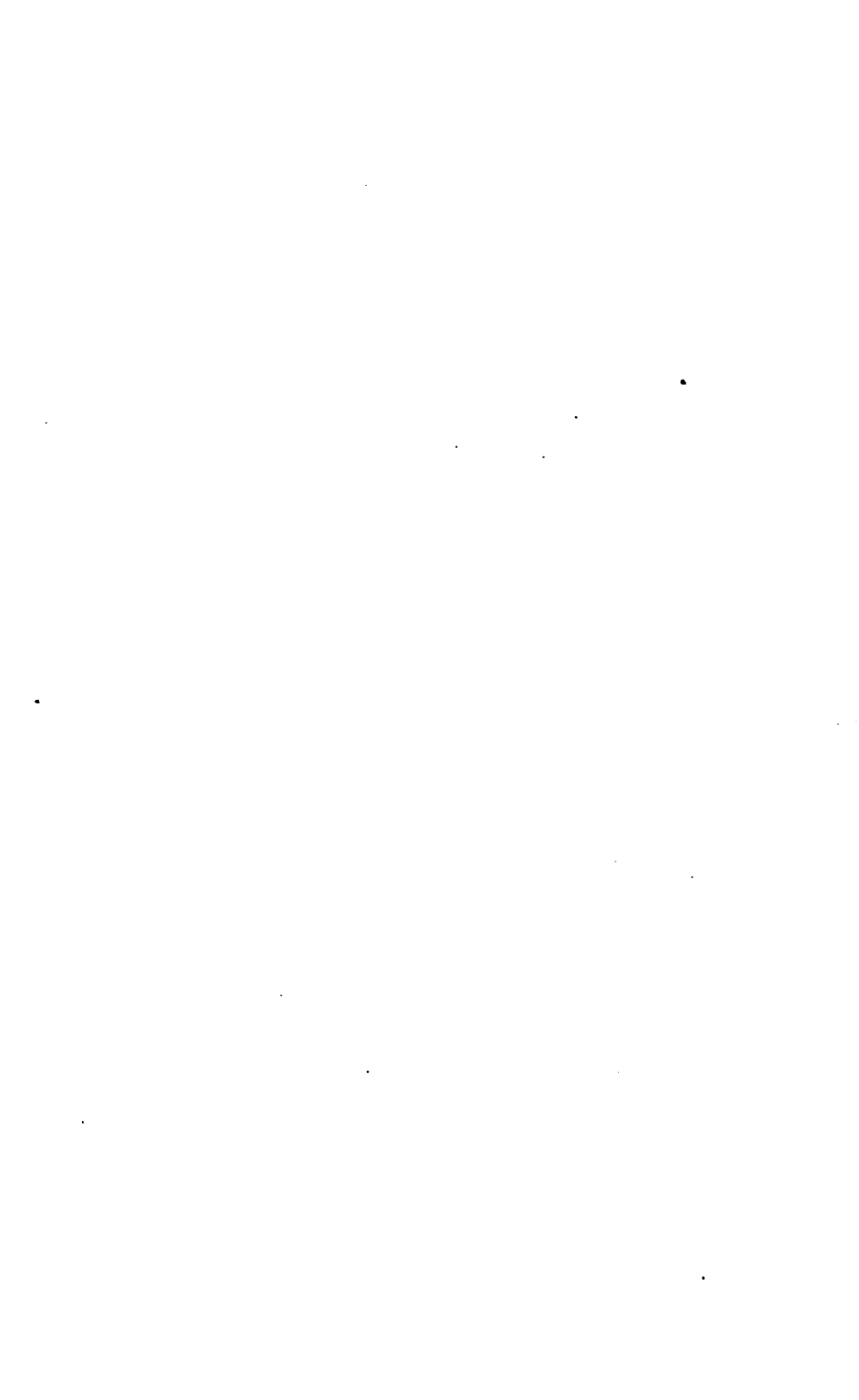
they cannot give instruction directly useful in the occupations of life. They stimulate, guide, or amuse, but they cannot train.

This object might be attained

(a) by legislation compelling children of 14 to 16 to attend supplementary continuation schools for two or three evenings in the week.

(b) by providing special preparation in an expanded *grammar* school course for skill in some industry.

GEORGE M CARRINGTON
EDWARD D ROBBINS
WILLIAM H PALMER JR
WILLIAM G SUMNER



REPORT OF THE SECRETARY

To the Board of Education of the State of Connecticut

Your Secretary respectfully submits his nineteenth annual report.

This report covers the period from July 14, 1901, to July 14, 1902.

The report is arranged under the following heads :

- | | |
|---|-----------------------------------|
| 1 Towns in order of | 5 Teachers |
| i Index to tables | (a) Teachers' meetings |
| ii Population 1900 | (b) State examinations |
| iii Grand list | (c) Holders of state certificates |
| iv Amount of state grant | 6 Schools |
| v Enumeration 1901 | (a) Normal schools |
| vi Cost per child enumerated | 1 New Britain |
| vii Average attendance | 2 Willimantic |
| viii Cost on basis of average attendance | 3 New Haven |
| ix Registration | 4 Contracts with towns |
| x Proposed grant on basis of average attendance | 5 Expenses of normal schools |
| 2 General Statistics | (b) High schools |
| 3 Financial statement | (c) Evening schools |
| (a) Receipts | (d) Kindergartens |
| (b) Expenditures | (e) Schools at temporary homes |
| 4 Scholars | (f) Private schools |
| (a) Enumeration | (g) Arbor and bird day |
| (b) Registration | 7 Schoolhouses and libraries |
| (c) Attendance | (a) School libraries |
| (d) Reports of agents | (b) School buildings |
| (e) Enforcement of attendance law | 8 Town management |
| (f) Enforcement of labor law | 9 Text-books |
| (g) Prosecutions | (a) Free |
| 14 Addresses at state teachers' association, 1902 | 10 Conveyance of children |
| | 11 School library statistics |
| | 12 Age of children by grades |
| | 13 Free public library statistics |

The Appendix contains :

- | | |
|--|---|
| 1 Statistical Tables 1901-1902 | 3 Observation lessons in science |
| (a) Receipts | A B Morrill |
| (b) Expenses | 4 Bird Day Audubon libraries and lectures |
| (c) Scholars | 5 Stereopticon lectures |
| (d) Teachers | 6 Ventilation Air and its relation to vital energy S H Woodbridge |
| (e) Schools | 7 List of normal school graduates New Britain, Willimantic, New Haven |
| (f) Schoolhouses and libraries | 8 List of school officers |
| (g) Enumeration of 1901 | 9 List of library directors |
| (h) Amounts paid for libraries | |
| 2 Questions used at state and normal school examinations | |

In addition to the usual analysis of the educational statistics of the current and previous years, eight tables summarizing a part of the general statistics (appendix pages 251 to 315) are here presented.

These exhibit interesting comparisons of the towns of the state in respect of attendance and cost of schools. At this time they have especial value in view of the proposed law providing for state grant on average attendance. This law will be found on page 38 with tables showing the grants to towns affected by its provisions.

Table i is an index to the tables ii to ix :

TABLE I

Alphabetical list of towns

Showing rank as exhibited in tables ii-ix, pages 22 to 38.

TABLE	ii	iii	iv	v	vi	vii	viii	ix
Towns	Rank in population	Rank in grand list	Rank in amount received from state	Rank in enumeration	Rank in cost per scholar enumerated	Rank in average attendance	Rank in cost per scholar in average attendance	Rank in registration
Andover . . .	167	166	168	168	159	167	113	167
Ansonia . . .	13	14	13	13	105	11	133	13
Ashford . . .	140	160	156	156	113	154	122	147
Avon . . .	106	137	103	103	134	100	148	103
Barkhamsted . .	132	142	129	129	119	132	103	126
Beacon Falls . .	151	130	133	133	44	139	25	142
Berlin . . .	50	63	54	54	110	62	68	63
Bethany . . .	161	131	158	158	14	149	51	149
Bethel . . .	53	62	53	53	46	37	119	42
Bethlehem . . .	155	141	150	150	138	144	155	150
Bloomfield . . .	100	88	107	107	57	110	46	109
Bolton . . .	164	162	159	159	89	159	95	156
Bozrah . . .	139	128	135	135	145	130	166	133
Branford . . .	33	38	33	33	50	28	94	26
Bridgeport . . .	3	2	2	2	128	3	82	2
Bridgewater . . .	149	143	145	145	137	142	153	151
Bristol . . .	19	19	18	18	9	15	38	16
Brookfield . . .	119	126	125	125	82	123	99	123
Brooklyn . . .	73	67	70	70	126	106	6	96
Burlington . . .	112	134	99	99	141	111	108	104
Canaan . . .	137	119	147	147	29	150	24	154
Canterbury . . .	130	133	137	137	67	127	129	127
Canton . . .	67	65	61	61	17	43	85	54

ALPHABETICAL LIST OF TOWNS

Towns	TABLE	ii Rank in popula- tion	iii Rank in grand list	iv Rank in amount received from State	v Rank in enumera- tion	vi Rank in cost per scholar enumera- ted	vii Rank in average attendance	viii Rank in cost per scholar in aver- age attendance
Chaplin		159	165	162	162	95	161	84
Chatham		74	92	71	71	123	68	147
Cheshire		83	80	98	98	10	87	33
Chester		105	109	102	102	146	97	161
Clinton		102	93	109	109	168	168	12
Colchester		82	83	79	79	66	73	97
Colebrook		144	145	134	134	135	138	134
Columbia		147	151	143	143	80	133	136
Cornwall		116	107	113	113	165	107	167
Coventry		93	101	96	96	99	96	114
Cromwell		79	75	69	69	90	63	127
Danbury		9	15	8	8	102	10	44
Darien		59	35	77	77	5	71	3
Derby		23	20	23	23	164	49	10
Durham		128	120	136	136	103	134	123
Eastford		160	164	160	160	162	155	168
East Granby		145	108	152	152	28	156	16
East Haddam		71	91	72	72	118	69	132
East Hartford		30	32	27	27	36	23	77
East Haven		117	86	114	114	20	108	31
East Lyme		86	94	86	86	27	92	19
Easton		125	111	128	128	37	119	89
East Windsor		58	66	50	50	93	52	86
Ellington		88	97	76	76	92	77	78
Enfield		28	37	28	28	39	26	35
Essex		70	78	75	75	65	64	138
Fairfield		38	29	39	39	42	46	11
Farmington		52	48	56	56	4	40	21
Franklin		157	148	166	166	7	162	26
Glastonbury		40	50	46	46	87	48	81
Goshen		136	123	140	140	86	143	73
Granby		107	136	111	111	114	113	110
Greenwich		15	12	16	16	47	16	45
Griswold		48	52	43	43	52	38	74
Groton		31	43	35	35	85	30	124
Guilford		66	60	68	68	115	59	152
Haddam		80	99	74	74	133	78	120
Hamden		37	40	37	37	98	35	104
Hampton		150	149	153	153	61	141	115
Hartford		2	3	3	3	2	2	1
Hartland		152	157	157	157	55	151	107
Harwinton		113	129	100	100	158	114	146
Hebron		124	124	123	123	77	122	98

TABLE	ii	iii	iv	v	vi	vii	viii	ix
Towns	Rank in population	Rank in grand list	Rank in amount received from state	Rank in enumeration	Rank in cost per scholar enumerated	Rank in average attendance	Rank in cost per scholar in average attendance	Rank in registration
Huntington	34	23	31	31	106	29	105	30
Kent	111	113	108	108	56	105	75	99
Killingly	27	26	26	26	68	27	50	25
Killingworth	148	158	141	141	41	135	71	134
Lebanon	98	89	95	95	49	95	64	92
Ledyard	110	135	105	105	136	98	156	98
Lisbon	143	153	146	146	140	158	93	161
Litchfield	56	34	51	51	48	51	52	56
Lyme	141	150	142	142	149	136	162	135
Madison	99	72	94	94	13	82	49	87
Manchester	16	10	17	17	35	14	92	12
Mansfield	89	104	89	89	117	90	125	84
Marlborough	168	167	167	167	111	166	88	166
Meriden	5	8	5	5	101	6	57	6
Middlebury	142	127	144	144	96	148	62	144
Middlefield	134	125	126	126	160	128	165	131
Middletown	12	13	12	12	84	12	101	14
Milford	43	27	49	49	150	53	144	61
Monroe	120	140	127	127	131	125	141	128
Montville	72	74	65	65	88	60	116	52
Morris	158	139	155	155	31	145	70	139
Naugatuck	17	17	15	15	26	18	7	18
New Britain	6	9	6	6	43	5	42	5
New Canaan	62	45	63	63	23	61	30	58
New Fairfield	153	138	148	148	76	153	59	146
New Hartford	51	69	47	47	161	80	37	76
New Haven	1	1	1	1	22	1	28	1
Newington	121	116	101	101	144	116	106	118
New London	11	11	11	11	38	13	22	11
New Milford	36	44	36	36	147	32	158	32
Newtown	55	56	66	66	59	66	47	64
Norfolk	94	77	90	90	83	91	96	86
North Branford	138	121	139	139	16	140	20	148
North Canaan	91	79	87	87	112	75	150	78
North Haven	76	84	83	83	79	84	91	85
North Stonington	108	122	115	115	73	117	54	115
Norwalk	8	7	9	9	72	9	66	8
Norwich	7	5	7	7	62	7	40	7
Old Lyme	115	115	118	118	70	102	139	110
Old Saybrook	101	100	106	106	45	101	65	107
Orange	26	24	24	24	25	20	53	20
Oxford	126	146	116	116	132	126	83	117
Plainfield	35	47	34	34	151	34	137	33

ALPHABETICAL LIST OF TOWNS

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TABLE	ii	iii	iv	v	vi	vii	viii	ix
Towns	Rank in popu- lation	Rank in grand list	Rank in amount received from state	Rank in enumer- ation	Rank in cost per scholar enumer- ated	Rank in average attendance	Rank in cost per scholar in aver- age attendance	Rank in registra- tion
Plainville . . .	75	81	73	73	51	70	61	70
Plymouth . . .	64	76	64	64	19	58	41	60
Pomfret . . .	87	64	91	91	109	94	111	94
Portland . . .	42	57	41	41	108	44	79	49
Preston . . .	65	105	119	119	125	109	151	108
Prospect . . .	156	163	154	154	155	147	164	152
Putnam . . .	25	30	29	29	122	33	29	37
Redding . . .	103	102	122	122	120	124	100	124
Ridgefield . . .	69	42	67	67	97	67	90	66
Rocky Hill . . .	123	117	121	121	157	115	166	120
Roxbury . . .	118	118	117	117	130	118	128	119
Salem . . .	163	159	163	163	139	164	140	164
Salisbury . . .	49	46	45	45	104	50	80	55
Saybrook . . .	92	95	92	92	75	81	135	90
Scotland . . .	162	161	164	164	21	163	36	162
Seymour . . .	46	33	48	48	94	36	143	40
Sharon . . .	85	59	80	80	18	76	27	67
Sherman . . .	146	144	149	149	100	146	112	138
Simsbury . . .	78	68	81	81	12	74	23	73
Somers . . .	96	96	97	97	78	88	130	88
Southbury . . .	109	114	120	120	121	120	118	114
Southington . . .	32	36	32	32	15	25	48	28
South Windsor . . .	81	85	104	104	6	93	15	91
Sprague . . .	104	98	60	60	167	85	131	79
Stafford . . .	39	61	38	38	34	41	17	44
Stamford . . .	10	4	10	10	11	8	9	9
Sterling . . .	114	112	110	110	127	104	149	102
Stonington . . .	21	31	21	21	74	21	69	21
Stratford . . .	44	55	40	40	69	39	76	39
Suffield . . .	47	49	58	58	8	54	14	59
Thomaston . . .	54	54	55	55	71	47	117	50
Thompson . . .	29	41	30	30	166	55	72	47
Tolland . . .	122	132	112	112	107	112	102	116
Torrington . . .	14	16	14	14	91	19	34	19
Trumbull . . .	97	103	93	93	60	103	32	101
Union . . .	166	168	165	165	54	160	109	165
Vernon . . .	22	18	22	22	63	22	58	23
Voluntown . . .	131	154	130	130	153	129	163	129
Wallingford . . .	20	25	20	20	3	17	8	17
Warren . . .	165	152	161	161	116	165	60	160
Washington . . .	90	71	82	82	142	83	145	80
Waterbury . . .	4	6	4	4	40	4	18	4
Waterford . . .	63	70	62	62	148	65	142	62

Towns	TABLE ii Rank in popu- lation	iii Rank in grand list	iv Rank in amount received from state	v Rank in enumer- ation	vi Rank in cost per scholar enumer- ated	vii Rank in average attendance	viii Rank in cost per scholar in aver- age attendance	ix Rank in registra- tion
Watertown .	60	58	59	59	32	57	55	51
Westbrook .	129	110	131	131	124	131	126	140
West Hartford .	57	28	57	57	1	42	2	45
Weston .	135	147	138	138	152	152	121	143
Westport .	41	39	42	42	163	56	159	41
Wethersfield .	68	73	78	78	58	72	67	74
Willington .	127	156	124	124	129	121	154	125
Wilton .	95	87	84	84	154	89	157	81
Winchester .	24	21	25	25	143	31	63	31
Windham .	18	22	19	19	33	24	5	24
Windsor .	45	53	52	52	30	45	56	43
Windsor Locks	61	51	44	44	156	86	4	97
Wolcott .	154	155	151	151	64	157	43	157
Woodbridge .	133	106	132	132	24	137	13	136
Woodbury .	84	82	85	85	53	79	87	77
Woodstock .	77	90	88	88	81	99	39	93

TABLE II

Towns of the State in order
determined by
Population, census of 1900

Rank	Towns	Population	Rank	Towns	Population
1	New Haven .	108,027	18	Windham .	10,137
2	Hartford .	79,850	19	Bristol .	9,643
3	Bridgeport .	70,996	20	Wallingford .	9,001
4	Waterbury .	51,139	21	Stonington .	8,540
5	Meriden .	28,695	22	Vernon .	8,483
6	New Britain .	28,202	23	Derby .	7,930
7	Norwich .	24,637	24	Winchester .	7,763
8	Norwalk .	19,932	25	Putnam .	7,348
9	Danbury .	19,474	26	Orange .	6,995
10	Stamford .	18,830	27	Killingly .	6,835
11	New London .	17,548	28	Enfield .	6,699
12	Middletown .	17,486	29	Thompson .	6,442
13	Ansonia .	12,681	30	East Hartford	6,406
14	Torrington .	12,453	31	Groton .	5,962
15	Greenwich .	12,172	32	Southington .	5,890
16	Manchester .	10,601	33	Branford .	5,706
17	Naugatuck .	10,541	34	Huntington .	5,572

Rank	Towns	Population	Rank	Towns	Population
35	Plainfield . . .	4,821	83	Cheshire . . .	1,989
36	New Milford . . .	4,804	84	Woodbury . . .	1,988
37	Hamden . . .	4,626	85	Sharon . . .	1,982
38	Fairfield . . .	4,489	86	East Lyme . . .	1,836
39	Stafford . . .	4,297	87	Pomfret . . .	1,831
40	Glastonbury . . .	4,260	88	Ellington . . .	1,829
41	Westport . . .	4,017	89	Mansfield . . .	1,827
42	Portland . . .	3,856	90	Washington . . .	1,820
43	Milford . . .	3,783	91	North Canaan . . .	1,803
44	Stratford . . .	3,657	92	Saybrook . . .	1,634
45	Windsor . . .	3,614	93	Coventry . . .	1,632
46	Seymour . . .	3,541	94	Norfolk . . .	1,614
47	Suffield . . .	3,521	95	Wilton . . .	1,598
48	Griswold . . .	3,490	96	Somers . . .	1,593
49	Salisbury . . .	3,489	97	Trumbull . . .	1,587
50	Berlin . . .	3,448	98	Lebanon . . .	1,521
51	New Hartford . . .	3,424	99	Madison . . .	1,518
52	Farmington . . .	3,331	100	Bloomfield . . .	1,513
53	Bethel . . .	3,327	101	Old Saybrook . . .	1,431
54	Thomaston . . .	3,300	102	Clinton . . .	1,429
55	Newtown . . .	3,276	103	Redding . . .	1,426
56	Litchfield . . .	3,214	104	Sprague . . .	1,339
57	West Hartford . . .	3,186	105	Chester . . .	1,328
58	East Windsor . . .	3,158	106	Avon . . .	1,302
59	Darien . . .	3,116	107	Granby . . .	1,299
60	Watertown . . .	3,100	108	North Stonington . . .	1,240
61	Windsor Locks . . .	3,062	109	Southbury . . .	1,238
62	New Canaan . . .	2,968	110	Ledyard . . .	1,236
63	Waterford . . .	2,904	111	Kent . . .	1,220
64	Plymouth . . .	2,828	112	Burlington . . .	1,218
65	Preston . . .	2,807	113	Harwinton . . .	1,213
66	Guilford . . .	2,785	114	Sterling . . .	1,209
67	Canton . . .	2,678	115	Old Lyme . . .	1,180
68	Wethersfield . . .	2,637	116	Cornwall . . .	1,175
69	Ridgefield . . .	2,626	117	East Haven . . .	1,167
70	Essex . . .	2,536	118	Roxbury . . .	1,087
71	East Haddam . . .	2,485	119	Brookfield . . .	1,046
72	Montville . . .	2,395	120	Monroe . . .	1,043
73	Brooklyn . . .	2,358	121	Newington . . .	1,041
74	Chatham . . .	2,271	122	Tolland . . .	1,036
75	Plainville . . .	2,189	123	Rocky Hill . . .	1,026
76	North Haven . . .	2,164	124	Hebron . . .	1,016
77	Woodstock . . .	2,095	125	Easton . . .	969
78	Simsbury . . .	2,094	126	Oxford . . .	952
79	Cromwell . . .	2,031	127	Willington . . .	885
80	Haddam . . .	2,015	128	Durham . . .	884
81	South Windsor . . .	2,014	129	Westbrook . . .	884
82	Colchester . . .	1,991	130	Canterbury . . .	876

Rank	Towns	Population	Rank	Towns	Population
131	Voluntown . . .	872	150	Hampton . . .	629
132	Barkhamsted . . .	864	151	Beacon Falls . . .	623
133	Woodbridge . . .	852	152	Hartland . . .	592
134	Middlefield . . .	845	153	New Fairfield . . .	584
135	Weston . . .	840	154	Wolcott . . .	581
136	Goshen . . .	835	155	Bethlehem . . .	576
137	Canaan . . .	820	156	Prospect . . .	562
138	North Branford . . .	814	157	Franklin . . .	546
139	Bozrah . . .	799	158	Morris . . .	535
140	Ashford . . .	757	159	Chaplin . . .	529
141	Lyme . . .	750	160	Eastford . . .	523
142	Middlebury . . .	736	161	Bethany . . .	517
143	Lisbon . . .	697	162	Scotland . . .	471
144	Colebrook . . .	684	163	Salem . . .	468
145	East Granby . . .	684	164	Bolton . . .	457
146	Sherman . . .	658	165	Warren . . .	432
147	Columbia . . .	655	166	Union . . .	428
148	Killingworth . . .	651	167	Andover . . .	385
149	Bridgewater . . .	649	168	Marlborough . . .	322

TABLE III

Towns of the State in order
determined by

Valuation of property

Rank	Towns	Grand list	Rank	Towns	Grand list
1	New Haven	\$103,460.932	22	Windham	4,162,212
2	Bridgeport	63,236.971	23	Huntington	4,150,899
3	Hartford	58,987,122	24	Orange	3,921,402
4	Stamford	18,891,261	25	Wallingford	3,869,251
5	Norwich	14,510,411	26	Killingly	3,834,647
6	Waterbury	14,240,921	27	Milford	3,455,923
7	Norwalk	13,558,883	28	West Hartford	3,411,304
8	Meriden	13,449,442	29	Fairfield	3,293,631
9	New Britain	10,821,670	30	Putnam	3,089,049
10	Manchester	10,309,393	31	Stonington	3,016,465
11	New London	10,060,929	32	East Hartford	2,794,584
12	Greenwich	9,084,850	33	Seymour	2,783,867
13	Middletown	8,425,717	34	Litchfield	2,664,619
14	Ansonia	8,105,414	35	Darien	2,578,405
15	Danbury	7,820,421	36	Southington	2,478,449
16	Torrington	6,963,740	37	Enfield	2,462,454
17	Naugatuck	6,910,414	38	Branford	2,320,053
18	Vernon	5,698,260	39	Westport	2,115,298
19	Bristol	5,615,001	40	Hamden	2,114,184
20	Derby	5,150,848	41	Thompson	2,045,562
21	Winchester	4,678,877	42	Ridgefield	2,034,140

VALUATION OF PROPERTY

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Rank	Towns	Grand list	Rank	Towns	Grand list
43	Groton	2,012,602	92	Chatham	743,063
44	New Milford	1,998,459	93	Clinton	729,587
45	New Canaan	1,894,262	94	East Lyme	726,599
46	Salisbury	1,857,331	95	Saybrook	690,676
47	Plainfield	1,828,316	96	Somers	647,900
48	Farmington	1,799,683	97	Ellington	642,778
49	Suffield	1,717,483	98	Sprague	601,507
50	Glastonbury	1,621,926	99	Haddam	584,837
51	Windsor Locks	1,621,057	100	Old Saybrook	583,276
52	Griswold	1,561,105	101	Coventry	571,823
53	Windsor	1,542,126	102	Redding	567,107
54	Thomaston	1,520,064	103	Trumbull	545,405
55	Stratford	1,456,851	104	Mansfield	539,636
56	Newtown	1,409,556	105	Preston	524,011
57	Portland	1,368,483	106	Woodbridge	519,423
58	Watertown	1,302,874	107	Cornwall	514,205
59	Sharon	1,274,805	108	East Granby	491,970
60	Guilford	1,251,240	109	Chester	491,425
61	Stafford	1,237,929	110	Westbrook	485,688
62	Bethel	1,176,971	111	Easton	479,182
63	Berlin	1,148,676	112	Sterling	462,801
64	Pomfret	1,134,340	113	Kent	455,482
65	Canton	1,133,928	114	Southbury	447,448
66	East Windsor	1,133,270	115	Old Lyme	447,055
67	Brooklyn	1,126,454	116	Newington	435,875
68	Simsbury	1,117,468	117	Rocky Hill	424,725
69	New Hartford	1,105,639	118	Roxbury	423,450
70	Waterford	1,090,191	119	Canaan	421,374
71	Washington	1,074,456	120	Durham	419,838
72	Madison	1,019,555	121	North Branford	418,242
73	Wethersfield	1,013,902	122	North Stonington	410,558
74	Montville	961,190	123	Goshen	409,907
75	Cromwell	958,174	124	Hebron	409,596
76	Plymouth	956,905	125	Middlefield	407,220
77	Norfolk	956,293	126	Brookfield	401,453
78	Essex	927,309	127	Middlebury	396,103
79	North Canaan	926,501	128	Bozrah	382,783
80	Cheshire	923,988	129	Harwinton	380,675
81	Plainville	885,728	130	Beacon Falls	379,778
82	Woodbury	883,963	131	Bethany	376,320
83	Colchester	847,647	132	Tolland	376,199
84	North Haven	826,846	133	Canterbury	370,118
85	South Windsor	826,829	134	Burlington	367,894
86	East Haven	810,998	135	Ledyard	363,902
87	Wilton	808,001	136	Granby	361,309
88	Bloomfield	797,426	137	Avon	359,254
89	Lebanon	779,126	138	New Fairfield	334,825
90	Woodstock	778,977	139	Morris	328,437
91	East Haddam	764,186	140	Monroe	323,376

Rank	Towns	Grand list	Rank	Towns	Grand list
141	Bethlehem	315,446	155	Wolcott	224,340
142	Barkhamsted	312,969	156	Willington	214,951
143	Bridgewater	311,123	157	Hartland	202,875
144	Sherman	307,049	158	Killingworth	191,615
145	Colebrook	305,424	159	Salem	181,572
146	Oxford	300,308	160	Ashford	177,225
147	Weston	285,149	161	Scotland	176,385
148	Franklin	283,188	162	Bolton	165,099
149	Hampton	276,533	163	Prospect	153,175
150	Lyme	252,556	164	Eastford	152,424
151	Columbia	237,864	165	Chaplin	151,508
152	Warren	235,440	166	Andover	147,691
153	Lisbon	234,259	167	Marlborough	135,576
154	Voluntown	227,296	168	Union	126,692

TABLE IV

Towns of the State in order
determined by

Amounts received from State treasury for schools

(\$2.25 per enumerated person See table v),

Rank	Towns	Amount received from state	Rank	Towns	Amount received from state
1	New Haven	\$54,969.75	25	Winchester	3,874.50
2	Bridgeport	39,080.25	26	Killingly	3,483.00
3	Hartford	37,644.75	27	East Hartford	3,467.25
4	Waterbury	30,109.50	28	Enfield	3,413.25
5	Meriden	15,077.25	29	Putnam	3,282.75
6	New Britain	14,375.25	30	Thompson	3,201.75
7	Norwich	12,881.25	31	Huntington	2,997.00
8	Danbury	10,442.25	32	Southington	2,862.00
9	Norwalk	10,422.00	33	Branford	2,713.50
10	Stamford	10,275.75	34	Plainfield	2,648.25
11	New London	8,284.50	35	Groton	2,556.00
12	Middletown	7,609.50	36	New Milford	2,259.00
13	Ansonia	7,292.25	37	Hamden	2,211.75
14	Torrington	6,828.75	38	Stafford	2,191.50
15	Naugatuck	6,484.50	39	Fairfield	2,144.25
16	Greenwich	5,989.50	40	Stratford	2,030.00
17	Manchester	5,987.25	41	Portland	2,002.50
18	Bristol	4,878.00	42	Westport	1,919.25
19	Windham	4,826.25	43	Griswold	1,883.25
20	Wallingford	4,623.75	44	Windsor Locks	1,876.50
21	Stonington	4,306.50	45	Salisbury	1,854.00
22	Vernon	4,297.50	46	Glastonbury	1,851.75
23	Derby	4,230.00	47	New Hartford	1,786.50
24	Orange	3,048.75	48	Seymour	1,775.25

Rank	Towns	Amount received from state	Rank	Towns	Amount received from state
49	Milford	1,746.00	97	Somers	686.25
50	East Windsor	1,698.75	98	Cheshire	679.50
51	Litchfield	1,660.50	99	Burlington	672.75
52	Windsor	1,656.00	100	Harwinton	666.00
53	Bethel	1,608.75	101	Newington	641.25
54	Berlin	1,566.00	102	Chester	639.00
55	Thomaston	1,552.50	103	Avon	632.25
56	Farmington	1,536.75	104	South Windsor	623.25
57	West Hartford	1,521.00	105	Ledyard	621.00
58	Suffield	1,460.25	106	Old Saybrook	612.00
59	Watertown	1,453.50	107	Bloomfield	596.25
60	Sprague	1,437.75	108	Kent	596.25
61	Canton	1,386.00	109	Clinton	585.00
62	Waterford	1,372.50	110	Sterling	578.25
63	New Canaan	1,336.50	111	Granby	569.25
64	Plymouth	1,314.00	112	Tolland	564.75
65	Montville	1,302.75	113	Cornwall	560.25
66	Newtown	1,271.25	114	East Haven	551.25
67	Ridgefield	1,235.25	115	North Stonington	549.00
68	Guilford	1,194.75	116	Oxford	546.75
69	Cromwell	1,185.75	117	Roxbury	531.00
70	Brooklyn	1,147.50	118	Old Lyme	522.00
71	Chatham	1,048.50	119	Preston	519.75
72	East Haddam	1,037.25	120	Southbury	510.75
73	Plainville	1,019.25	121	Rocky Hill	495.00
74	Haddam	1,010.25	122	Redding	488.25
75	Essex	1,008.00	123	Hebron	452.25
76	Ellington	1,003.50	124	Willington	443.25
77	Darien	991.75	125	Brookfield	441.00
78	Wethersfield	969.75	126	Middlefield	436.50
79	Colchester	927.00	127	Monroe	436.50
80	Sharon	927.00	128	Easton	425.25
81	Simsbury	924.75	129	Barkhamsted	420.75
82	Washington	884.25	130	Voluntown	402.75
83	North Haven	855.00	131	Westbrook	400.50
84	Wilton	841.50	132	Woodbridge	396.00
85	Woodbury	832.50	133	Beacon Falls	391.50
86	East Lyme	823.50	134	Colebrook	387.00
87	North Canaan	807.75	135	Bozrah	369.00
88	Woodstock	801.00	136	Durham	355.50
89	Mansfield	776.25	137	Canterbury	351.00
90	Norfolk	769.50	138	Weston	348.75
91	Pomfret	738.00	139	North Branford	344.25
92	Saybrook	726.75	140	Goshen	339.75
93	Trumbull	724.50	141	Killingworth	339.75
94	Madison	706.50	142	Lyme	337.50
95	Lebanon	704.25	143	Columbia	328.50
96	Coventry	697.50	144	Middlebury	326.25

Rank	Towns	Amount received from state	Rank	Towns	Amount received from state
145	Bridgewater	312.75	157	Hartland	238.50
146	Lisbon	312.75	158	Bethany	236.25
147	Canaan	301.50	159	Bolton	236.25
148	New Fairfield	288.00	160	Eastford	231.75
149	Sherman	288.00	161	Warren	231.75
150	Bethlehem	285.75	162	Chaplin	229.50
151	Wolcott	281.25	163	Salem	213.75
152	East Granby	279.00	164	Scotland	198.00
153	Hampton	279.00	165	Union	189.00
154	Prospect	276.75	166	Franklin	186.75
155	Morris	265.50	167	Marlborough	157.50
156	Ashford	258.75	168	Andover	135.00

TABLE V

Towns of the State in order
determined by

Enumeration of children between 4 and 16 years of age,
October, 1901

Rank	Towns	Enumeration	Rank	Towns	Enumeration
1	New Haven	24,431	26	Killingly	1,548
2	Bridgeport	17,369	27	East Hartford	1,541
3	Hartford	16,731	28	Enfield	1,517
4	Waterbury	13,382	29	Putnam	1,459
5	Meriden	6,701	30	Thompson	1,423
6	New Britain	6,389	31	Huntington	1,332
7	Norwich	5,725	32	Southington	1,272
8	Danbury	4,641	33	Branford	1,206
9	Norwalk	4,632	34	Plainfield	1,177
10	Stamford	4,567	35	Groton	1,136
11	New London	3,682	36	New Milford	1,004
12	Middletown	3,382	37	Hamden	983
13	Ansonia	3,241	38	Stafford	974
14	Torrington	3,035	39	Fairfield	953
15	Naugatuck	2,882	40	Stratford	904
16	Greenwich	2,662	41	Portland	890
17	Manchester	2,661	42	Westport	853
18	Bristol	2,168	43	Griswold	837
19	Windham	2,145	44	Windsor Locks	834
20	Wallingford	2,055	45	Salisbury	824
21	Stonington	1,914	46	Glastonbury	823
22	Vernon	1,910	47	New Hartford	794
23	Derby	1,880	48	Seymour	789
24	Orange	1,755	49	Milford	776
25	Winchester	1,722	50	East Windsor	755

Rank	Towns	Enumeration	Rank	Towns	Enumeration
51	Litchfield	738	100	Harwinton	296
52	Windsor	736	101	Newington	285
53	Bethel	715	102	Chester	284
54	Berlin	696	103	Avon	281
55	Thomaston	690	104	South Windsor	277
56	Farmington	683	105	Ledyard	276
57	West Hartford	676	106	Old Saybrook	272
58	Suffield	649	107	Bloomfield	265
59	Watertown	646	108	Kent	265
60	Sprague	639	109	Clinton	260
61	Canton	616	110	Sterling	257
62	Waterford	610	111	Granby	253
63	New Canaan	594	112	Tolland	251
64	Plymouth	584	113	Cornwall	249
65	Montville	579	114	East Haven	245
66	Newtown	565	115	North Stonington	244
67	Ridgefield	549	116	Oxford	243
68	Guilford	531	117	Roxbury	236
69	Cromwell	527	118	Old Lyme	232
70	Brooklyn	510	119	Preston	231
71	Chatham	466	120	Southbury	227
72	East Haddam	461	121	Rocky Hill	220
73	Plainville	453	122	Redding	217
74	Haddam	449	123	Hebron	201
75	Essex	448	124	Willington	197
76	Ellington	446	125	Brookfield	196
77	Darien	443	126	Middlefield	194
78	Wethersfield	431	127	Monroe	194
79	Colchester	412	128	Easton	189
80	Sharon	412	129	Barkhamsted	187
81	Simsbury	411	130	Voluntown	179
82	Washington	393	131	Westbrook	178
83	North Haven	380	132	Woodbridge	176
84	Wilton	374	133	Beacon Falls	174
85	Woodbury	370	134	Colebrook	172
86	East Lyme	366	135	Bozrah	164
87	North Canaan	359	136	Durham	158
88	Woodstock	356	137	Canterbury	156
89	Mansfield	345	138	Weston	155
90	Norfolk	342	139	North Branford	153
91	Pomfret	328	140	Goshen	151
92	Saybrook	323	141	Killingworth	151
93	Trumbull	322	142	Lyme	150
94	Madison	314	143	Columbia	146
95	Lebanon	313	144	Middlebury	145
96	Coventry	310	145	Bridgewater	139
97	Somers	305	146	Lisbon	139
98	Cheshire	302	147	Canaan	134
99	Burlington	299	148	New Fairfield	128

Rank	Towns	Enumeration	Rank	Towns	Enumeration
149	Sherman	128	159	Bolton	105
150	Bethlehem	127	160	Eastford	103
151	Wolcott	125	161	Warren	103
152	East Granby	124	162	Chaplin	102
153	Hampton	124	163	Salem	95
154	Prospect	123	164	Scotland	88
155	Morris	118	165	Union	84
156	Ashford	115	166	Franklin	83
157	Hartland	106	167	Marlborough	70
158	Bethany	105	168	Andover	60

TABLE VI

Towns of the State in order
determined by
Cost per child enumerated

(See table v)

Rank	Towns	Cost per scholar on basis of enumeration	Rank	Towns	Cost per scholar on basis of enumeration
1	West Hartford	\$26.91	28	East Granby	15.83
2	Hartford	25.93	29	Canaan	15.74
3	Wallingford	23.65	30	Windsor	15.45
4	Farmington	21.65	31	Morris	15.25
5	Darien	21.24	32	Watertown	15.24
6	South Windsor	21.09	33	Windham	15.24
7	Franklin	19.44	34	Stafford	15.24
8	Suffield	19.32	35	Manchester	15.17
9	Bristol	18.63	36	East Hartford	15.00
10	Cheshire	18.48	37	Easton	14.99
11	Stamford	18.47	38	New London	14.94
12	Simsbury	18.03	39	Enfield	14.88
13	Madison	17.69	40	Waterbury	14.82
14	Bethany	17.39	41	Killingworth	14.74
15	Southington	17.29	42	Fairfield	14.74
16	North Branford	17.23	43	New Britain	14.73
17	Canton	17.10	44	Beacon Falls	14.70
18	Sharon	17.09	45	Old Saybrook	14.69
19	Plymouth	17.09	46	Bethel	14.66
20	East Haven	16.98	47	Greenwich	14.62
21	Scotland	16.94	48	Litchfield	14.57
22	New Haven	16.76	49	Lebanon	14.55
23	New Canaan	16.51	50	Branford	14.54
24	Woodbridge	16.51	51	Plainville	14.51
25	Orange	16.09	52	Griswold	14.51
26	Naugatuck	15.99	53	Woodbury	14.32
27	East Lyme	15.88	54	Union	14.22

COST PER CHILD ENUMERATED

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Rank	Towns	Cost per scholar on basis of enumeration	Rank	Towns	Cost per scholar on basis of enumeration
55	Hartland	14.20	103	Durham	12.11
56	Kent	14.17	104	Salisbury	12.08
57	Bloomfield	14.08	105	Ansonia	12.05
58	Wethersfield	14.06	106	Huntington	12.05
59	Newtown	14.05	107	Tolland	12.01
60	Trumbull	14.05	108	Portland	11.99
61	Hampton	13.91	109	Pomfret	11.97
62	Norwich	13.59	110	Berlin	11.82
63	Vernon	13.59	111	Marlborough	11.77
64	Wolcott	13.56	112	North Canaan	11.65
65	Essex	13.52	113	Ashford	11.48
66	Colchester	13.47	114	Granby	11.45
67	Canterbury	13.47	115	Guilford	11.44
68	Killingly	13.33	116	Warren	11.41
69	Stratford	13.31	117	Mansfield	11.34
70	Old Lyme	13.25	118	East Haddam	11.34
71	Thomaston	13.25	119	Barkhamsted	11.30
72	Norwalk	13.20	120	Redding	11.21
73	North Stonington	13.16	121	Southbury	11.15
74	Stonington	13.15	122	Putnam	11.14
75	Saybrook	13.12	123	Chatham	11.05
76	New Fairfield	13.05	124	Westbrook	10.95
77	Hebron	12.93	125	Preston	10.82
78	Somers	12.86	126	Brooklyn	10.74
79	North Haven	12.72	127	Sterling	10.72
80	Columbia	12.71	128	Bridgeport	10.70
81	Woodstock	12.71	129	Willington	10.54
82	Brookfield	12.70	130	Roxbury	10.49
83	Norfolk	12.59	131	Monroe	10.43
84	Middletown	12.58	132	Oxford	10.39
85	Groton	12.57	133	Haddam	10.39
86	Goshen	12.55	134	Avon	10.36
87	Glastonbury	12.53	135	Colebrook	10.32
88	Montville	12.51	136	Ledyard	10.20
89	Bolton	12.50	137	Bridgewater	10.17
90	Cromwell	12.43	138	Bethlehem	10.16
91	Torrington	12.39	139	Salem	10.15
92	Ellington	12.38	140	Lisbon	9.97
93	East Windsor	12.34	141	Burlington	9.93
94	Seymour	12.33	142	Washington	9.91
95	Chaplin	12.32	143	Winchester	9.89
96	Middlebury	12.25	144	Newington	9.71
97	Ridgefield	12.25	145	Bozrah	9.70
98	Hamden	12.24	146	Chester	9.65
99	Coventry	12.24	147	New Milford	9.57
100	Sherman	12.23	148	Waterford	9.53
101	Meriden	12.17	149	Lyme	9.49
102	Danbury	12.14	150	Milford	9.46

Rank	Towns	Cost per scholar on basis of enumeration	Rank	Towns	Cost per scholar on basis of enumeration
151	Plainfield	9.22	160	Middlefield	7.79
152	Weston	9.17	161	New Hartford	7.68
153	Voluntown	8.88	162	Eastford	7.57
154	Wilton	8.86	163	Westport	7.56
155	Prospect	8.77	164	Derby	7.56
156	Windsor Locks	8.60	165	Cornwall	7.46
157	Rocky Hill	8.57	166	Thompson	6.71
158	Harwinton	8.29	167	Sprague	6.35
159	Andover	8.29	168	Clinton	2.73

TABLE VII

Towns of the State in order
determined by
Average attendance in public schools

(School year July 15, 1901, to July 14, 1902)

Rank	Towns	Average attendance	Rank	Towns	Average attendance
1	New Haven	15,416	29	Huntington	806
2	Hartford	9,578	30	Groton	769
3	Bridgeport	8,726	31	Winchester	751
4	Waterbury	7,087	32	New Milford	638
5	New Britain	3,821	33	Putnam	614
6	Meriden	3,527	34	Plainfield	612
7	Norwich	3,141	35	Hamden	602
8	Stamford	2,775	36	Seymour	575
9	Norwalk	2,747	37	Bethel	560
10	Danbury	2,295	38	Griswold	554
11	Ansonia	2,169	39	Stratford	551
12	Middletown	2,111	40	Farmington	532
13	New London	1,994	41	Stafford	528
14	Manchester	1,934	42	West Hartford	508
15	Bristol	1,590	43	Canton	496
16	Greenwich	1,588	44	Portland	495
17	Wallingford	1,555	45	Windsor	491
18	Naugatuck	1,472	46	Fairfield	483
19	Torrington	1,463	47	Thomaston	483
20	Orange	1,211	48	Glastonbury	482
21	Stonington	1,143	49	Derby	473
22	Vernon	1,130	50	Salisbury	464
23	East Hartford	1,062	51	Litchfield	459
24	Windham	997	52	East Windsor	439
25	Southington	902	53	Milford	436
26	Enfield	879	54	Suffield	436
27	Killingly	865	55	Thompson	436
28	Branford	842	56	Westport	431

AVERAGE ATTENDANCE

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Rank	Towns	Average attendance	Rank	Towns	Average attendance
57	Watertown	425	105	Kent	171
58	Plymouth	405	106	Brooklyn	170
59	Guilford	386	107	Cornwall	163
60	Montville	382	108	East Haven	159
61	New Canaan	374	109	Preston	158
62	Berlin	371	110	Bloomfield	153
63	Cromwell	358	111	Burlington	151
64	Essex	342	112	Tolland	150
65	Waterford	342	113	Granby	148
66	Newtown	325	114	Harwinton	146
67	Ridgefield	321	115	Rocky Hill	145
68	Chatham	312	116	Newington	140
69	East Haddam	289	117	North Stonington	138
70	Plainville	288	118	Roxbury	135
71	Darien	278	119	Easton	134
72	Wethersfield	273	120	Southbury	134
73	Colchester	271	121	Willington	133
74	Simsbury	268	122	Hebron	127
75	North Canaan	263	123	Brookfield	123
76	Sharon	263	124	Redding	120
77	Ellington	254	125	Monroe	119
78	Haddam	250	126	Oxford	118
79	Woodbury	250	127	Canterbury	115
80	New Hartford	239	128	Middlefield	114
81	Saybrook	238	129	Voluntown	114
82	Madison	232	130	Bozrah	106
83	Washington	232	131	Westbrook	106
84	North Haven	231	132	Barkhamsted	105
85	Sprague	224	133	Columbia	104
86	Windsor Locks	218	134	Durham	103
87	Cheshire	217	135	Killingworth	101
88	Somers	216	136	Lyme	100
89	Wilton	215	137	Woodbridge	100
90	Mansfield	211	138	Colebrook	99
91	Norfolk	209	139	Beacon Falls	94
92	East Lyme	208	140	North Branford	94
93	South Windsor	204	141	Hampton	91
94	Pomfret	202	142	Bridgewater	90
95	Lebanon	201	143	Goshen	86
96	Coventry	199	144	Bethlehem	83
97	Chester	185	145	Morris	82
98	Ledyard	183	146	Sherman	81
99	Woodstock	181	147	Prospect	80
100	Avon	177	148	Middlebury	78
101	Old Saybrook	177	149	Bethany	77
102	Old Lyme	175	150	Canaan	76
103	Trumbull	175	151	Hartland	76
104	Sterling	173	152	Weston	76

Rank	Towns	Average attendance	Rank	Towns	Average attendance
153	New Fairfield	73	161	Chaplin	59
154	Ashford	71	162	Franklin	59
155	Eastford	70	163	Scotland	58
156	East Granby	69	164	Salem	56
157	Wolcott	69	165	Warren	51
158	Lisbon	66	166	Marlborough	39
159	Bolton	63	167	Andover	26
160	Union	61	168	Clinton	24

TABLE VIII

Towns of the State in order
determined by
Cost per scholar in average attendance at public schools
(See table vii)

Rank	Towns	Cost per scholar on basis of average attendance	Rank	Towns	Cost per scholar on basis of average attendance
1	Hartford	45.31	29	Putnam	26.49
2	West Hartford	35.80	30	New Canaan	26.22
3	Darien	33.79	31	East Haven	26.08
4	Windsor Locks	32.85	32	Trumbull	25.86
5	Windham	32.79	33	Cheshire	25.72
6	Brooklyn	32.22	34	Torrington	25.71
7	Naugatuck	31.31	35	Enfield	25.67
8	Wallingford	31.25	36	Scotland	25.49
9	Stamford	30.40	37	New Hartford	25.46
10	Derby	30.04	38	Bristol	25.40
11	Fairfield	29.09	39	Woodstock	24.99
12	Clinton	29.07	40	Norwich	24.78
13	Woodbridge	29.06	41	Plymouth	24.65
14	Suffield	28.76	42	New Britain	24.62
15	South Windsor	28.63	43	Wolcott	24.57
16	East Granby	28.45	44	Danbury	24.55
17	Stafford	28.08	45	Greenwich	24.50
18	Waterbury	28.00	46	Bloomfield	24.40
19	East Lyme	27.95	47	Newtown	24.39
20	North Branford	27.89	48	Southington	24.36
21	Farmington	27.77	49	Madison	23.89
22	New London	27.60	50	Killingly	23.86
23	Simsbury	27.60	51	Bethany	23.71
24	Canaan	27.57	52	Litchfield	23.41
25	Beacon Falls	27.22	53	Orange	23.32
26	Franklin	27.13	54	North Stonington	23.20
27	Sharon	26.73	55	Watertown	23.14
28	New Haven	26.57	56	Windsor	23.14

Rank	Towns	Cost per scholar on basis of average attendance	Rank	Towns	Cost per scholar on basis of average attendance
57	Meriden	23.12	103	Barkhamsted	20.03
58	Vernon	22.98	104	Hamden	19.98
59	New Fairfield	22.89	105	Huntington	19.91
60	Warren	22.83	106	Newington	19.70
61	Plainville	22.83	107	Hartland	19.68
62	Middlebury	22.78	108	Burlington	19.61
63	Winchester	22.69	109	Union	19.58
64	Lebanon	22.66	110	Granby	19.50
65	Old Saybrook	22.51	111	Pomfret	19.43
66	Norwalk	22.26	112	Sherman	19.21
67	Wethersfield	22.21	113	Andover	19.13
68	Berlin	22.17	114	Coventry	19.02
69	Stonington	22.02	115	Hampton	18.95
70	Morris	21.94	116	Montville	18.94
71	Killingworth	21.93	117	Thomaston	18.91
72	Thompson	21.93	118	Southbury	18.82
73	Goshen	21.92	119	Bethel	18.70
74	Griswold	21.90	120	Haddam	18.66
75	Kent	21.90	121	Weston	18.59
76	Stratford	21.84	122	Ashford	18.59
77	East Hartford	21.76	123	Durham	18.58
78	Ellington	21.75	124	Groton	18.57
79	Portland	21.56	125	Mansfield	18.55
80	Salisbury	21.43	126	Westbrook	18.30
81	Glastonbury	21.42	127	Cromwell	18.30
82	Bridgeport	21.31	128	Roxbury	18.27
83	Oxford	21.31	129	Canterbury	18.27
84	Chaplin	21.30	130	Somers	18.12
85	Canton	21.24	131	Sprague	18.09
86	East Windsor	21.23	132	East Haddam	18.09
87	Woodbury	21.20	133	Ansonia	18.00
88	Marlborough	21.12	134	Colebrook	17.84
89	Easton	21.07	135	Saybrook	17.80
90	Ridgefield	20.95	136	Columbia	17.76
91	North Haven	20.93	137	Plainfield	17.72
92	Manchester	20.87	138	Essex	17.71
93	Lisbon	20.84	139	Old Lyme	17.57
94	Branford	20.82	140	Salem	17.23
95	Bolton	20.68	141	Monroe	17.01
96	Norfolk	20.61	142	Waterford	17.00
97	Colchester	20.48	143	Seymour	16.90
98	Hebron	20.46	144	Milford	16.81
99	Brookfield	20.25	145	Washington	16.78
100	Redding	20.18	146	Harwinton	16.76
101	Middletown	20.15	147	Chatham	16.51
102	Tolland	20.04	148	Avon	16.45

Rank	Towns	Cost per scholar on basis of average attendance	Rank	Towns	Cost per scholar on basis of average attendance
149	Sterling	15.92	159	Westport	14.96
150	North Canaan	15.88	160	Bozrah	14.94
151	Preston	15.82	161	Chester	14.77
152	Guilford	15.73	162	Lyme	14.24
153	Bridgewater	15.63	163	Voluntown	13.88
154	Willington	15.62	164	Prospect	13.49
155	Bethlehem	15.45	165	Middlefield	13.20
156	Ledyard	15.39	166	Rocky Hill	13.01
157	Wilton	15.37	167	Cornwall	11.40
158	New Milford	15.06	168	Eastford	11.14

TABLE IX

Towns of the State in order
determined by
Registration in public schools

(School year July 15, 1901, to July 14, 1902.)

Rank	Towns	Registration	Rank	Towns	Registration
1	New Haven	18,690	28	Southington	1,151
2	Bridgeport	13,897	29	Groton	1,111
3	Hartford	13,071	30	Huntington	1,105
4	Waterbury	9,241	31	Winchester	1,021
5	New Britain	4,729	32	New Milford	946
6	Meriden	4,165	33	Plainfield	934
7	Norwich	4,160	34	Hamden	928
8	Norwalk	3,812	35	Fairfield	863
9	Stamford	3,698	36	Griswold	858
10	Danbury	3,001	37	Putnam	858
11	New London	2,669	38	Derby	845
12	Manchester	2,637	39	Stratford	763
13	Ansonia	2,599	40	Seymour	732
14	Middletown	2,594	41	Westport	728
15	Greenwich	2,487	42	Bethel	722
16	Bristol	2,081	43	Windsor	710
17	Wallingford	2,066	44	Stafford	703
18	Naugatuck	1,923	45	West Hartford	693
19	Torrington	1,912	46	Glastonbury	692
20	Orange	1,653	47	Thompson	689
21	Stonington	1,576	48	Farmington	658
22	East Hartford	1,557	49	Portland	656
23	Vernon	1,455	50	Thomaston	647
24	Windham	1,422	51	Watertown	642
25	Killingly	1,296	52	Montville	638
26	Branford	1,181	53	East Windsor	635
27	Enfield	1,166	54	Canton	633

REGISTRATION

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Rank	Towns	Registration	Rank	Towns	Registration
55	Salisbury	633	104	Burlington	255
56	Litchfield	623	105	Chester	249
57	Guilford	603	106	Harwinton	236
58	New Canaan	585	107	Old Saybrook	235
59	Suffield	585	108	Preston	235
60	Plymouth	583	109	Bloomfield	233
61	Milford	579	110	Old Lyme	231
62	Waterford	515	111	Granby	227
63	Berlin	513	112	Cornwall	224
64	Newtown	487	113	East Haven	219
65	Cromwell	486	114	Southbury	219
66	Ridgefield	462	115	North Stonington	218
67	Sharon	462	116	Tolland	218
68	Chatham	440	117	Oxford	217
69	Essex	436	118	Newington	213
70	Plainville	431	119	Roxbury	211
71	East Haddam	415	120	Rocky Hill	208
72	Colchester	392	121	Easton	197
73	Simsbury	392	122	Hebron	197
74	Wethersfield	391	123	Brookfield	194
75	Darien	388	124	Redding	188
76	New Hartford	383	125	Willington	183
77	Woodbury	373	126	Barkhamsted	181
78	North Canaan	370	127	Canterbury	176
79	Sprague	369	128	Monroe	173
80	Washington	358	129	Voluntown	173
81	Wilton	347	130	Colebrook	161
82	Ellington	346	131	Middlefield	161
83	Haddam	343	132	Durham	157
84	Mansfield	334	133	Bozrah	152
85	North Haven	331	134	Killingworth	149
86	Norfolk	329	135	Lyme	149
87	Madison	325	136	Woodbridge	148
88	Somers	310	137	Goshen	145
89	Cheshire	307	138	Sherman	143
90	Saybrook	304	139	Morris	140
91	South Windsor	304	140	Westbrook	140
92	Lebanon	299	141	Columbia	139
93	Woodstock	296	142	Beacon Falls	136
94	Pomfret	291	143	Weston	133
95	Coventry	289	144	Middlebury	130
96	Brooklyn	285	145	Hampton	129
97	Windsor Locks	283	146	New Fairfield	126
98	Ledyard	281	147	Ashford	125
99	Kent	275	148	North Branford	125
100	East Lyme	273	149	Bethany	121
101	Trumbull	272	150	Bethlehem	120
102	Sterling	265	151	Bridgewater	118
103	Avon	258	152	Prospect	114

Rank	Towns	Registration	Rank	Towns	Registration
153	East Granby	111	161	Lisbon	89
154	Canaan	108	162	Scotland	89
155	Hartland	108	163	Chaplin	88
156	Bolton	107	164	Salem	82
157	Wolcott	102	165	Union	76
158	Eastford	101	166	Marlborough	58
159	Franklin	91	167	Andover	43
160	Warren	90	168	Clinton	31

AVERAGE ATTENDANCE GRANT

By the law found below average attendance (table x) is the basis of a state grant of money. The financial ability and needs of the towns are made conditions of the grant. While local control is preserved the towns must

- 1 Raise and expend a four mill tax,
- 2 Expend the state grant for teachers' wages.

School officers must certify under oath

- 1 That the teachers have been duly examined and found qualified ;
- 2 That the school has been kept for the period required by law, i. e., 180 days.

A Proposed Act Concerning the Support of Schools

SECTION 1 Every town having a valuation of less than \$500,-000.00 shall annually receive from the Treasurer of the State, upon the order of the Comptroller, a sum which will enable the town to annually expend for the support of public schools \$25.00 for each child in average attendance, as determined by the attested school registers for the school year ending July 14th, provided, that the expense of new buildings, sites, and permanent improvements shall not be included in obtaining the cost of each scholar in average attendance, and provided that the said State grant shall be expended only for teachers' wages.

SEC 2 The Comptroller shall not draw an order in favor of a town under the provisions of this act unless the town, in the year for which said average attendance grant is made, shall have laid and collected a tax of not less than four mills on its grand list for the support of schools and shall have expended the same.

SEC 3 The secretary of the board of school visitors or town school committee of every town entitled to a grant under the provisions of Section 1 shall, on or before the first day of July in each year, certify under oath to the State Board of Education the average attendance in each school in said town, and shall also certify that the schools of the town have been kept for the period required by law during the year ending the 14th day of July, by teachers duly examined and found qualified, and that the amount raised by tax as provided by Section 1 of this act has been expended for the support of public schools, and that the State grant authorized by Section 1 of this act has been expended for teachers' wages only. The Comptroller shall, on application of said board, draw an order on the Treasurer in favor of the town for the amount provided in Section 1 of this act.

The following table shows the amount that each town having a valuation of \$500,000 or less would receive under the act on page 38.

TABLE X

TOWNS.	Grand List.	Proceeds of a four mill tax.	Average attendance.	Cost at \$25 per scholar in av. attendance.	Whole amt. to be paid by state.	Deduct \$2.25 per pupil - the present state appropriation.	State grant under proposed bill.
East Granby,	\$491,970	\$1,067.83	69.0	\$1,725.00			
Chester,	401,425	1,965.70	185.5	4,037.50	\$2,671.80	\$639.00	\$2,032.80
Westbrook,	485,688	1,942.75	106.5	2,662.50	719.75	400.50	319.25
Easton,	479,182	1,916.72	134.5	3,362.50	1,445.78	425.25	1,020.53
Sterling,	462,801	1,851.20	173.0	4,325.00	2,473.80	578.25	1,895.55
Kent,	455,482	1,821.92	171.5	4,287.50	2,405.58	506.25	1,864.33
Southbury,	447,448	1,789.79	134.5	3,362.50	1,572.71	510.75	1,061.96
Old Lyme,	447,055	1,788.22	175.0	4,375.00	2,585.78	522.00	2,064.78
Newington,	435,875	1,743.50	140.5	3,512.50	1,769.00	641.25	1,127.75
Rocky Hill,	424,775	1,698.00	145.0	3,625.00	1,926.10	495.00	1,431.00
Roxbury,	423,450	1,691.80	135.5	3,387.50	1,693.70	531.00	1,162.70
Canaan,	421,374	1,685.40	76.5	1,912.50	227.01	301.50	.....
Durham,	419,838	1,679.35	103.0	2,575.00	895.65	355.50	540.15
North Branford,	418,242	1,672.90	94.5	2,362.50	689.54	344.25	345.29
North Stonington,	410,558	1,642.23	138.5	3,462.50	1,822.27	549.00	1,271.27
Goshen,	409,907	1,639.62	86.5	2,162.50	522.88	339.75	183.13
Hebron,	409,596	1,638.38	127.0	3,175.00	1,536.62	452.25	1,084.37
Middlefield,	407,220	1,628.88	114.5	2,862.50	1,233.62	436.50	797.12
Brookfield,	401,453	1,605.81	123.0	3,075.00	1,469.10	441.00	1,028.19
Middlebury,	396,103	1,584.41	78.0	1,950.00	365.59	326.25	30.34
Borrah,	382,783	1,531.13	106.5	2,662.50	1,131.37	369.00	762.37
Beacon Falls,	380,675	1,522.70	146.5	3,662.50	2,139.80	666.00	1,473.80
Bethany,	379,778	1,519.11	94.0	2,350.00	830.80	391.50	430.39
Tolland,	376,320	1,505.28	77.0	1,925.00	419.72	236.25	183.47
Canterbury,	376,199	1,504.79	150.5	3,762.50	2,257.71	564.75	1,692.96
Burlington,	370,118	1,480.47	115.0	2,875.00	1,394.53	351.00	1,043.53
Ledyard,	367,804	1,471.57	151.5	3,787.50	2,315.03	672.75	1,643.18
Granby,	363,902	1,455.00	183.0	4,575.00	3,119.40	621.00	2,408.40
Avon,	361,309	1,445.33	148.5	3,712.50	2,267.27	569.25	1,698.02
New Fairfield,	359,254	1,437.01	177.0	4,425.00	2,087.99	632.25	2,355.74
Morris,	334,825	1,330.30	73.0	1,825.00	485.70	288.00	197.70
Monroe,	328,437	1,313.74	82.0	2,050.00	736.25	265.50	470.75
Bethlehem,	323,376	1,293.50	119.0	2,975.00	1,681.50	476.50	1,245.00
Barkhamsted,	315,446	1,261.78	83.5	2,087.50	825.72	285.75	530.97
Bridgewater,	312,909	1,251.87	105.5	2,637.50	1,385.63	420.75	964.88
Sherman,	311,123	1,244.49	90.5	2,262.50	1,018.01	312.75	705.26
Colebrook,	307,049	1,228.19	81.5	2,037.50	809.31	288.00	521.31
Oxford,	305,424	1,221.60	99.5	2,487.50	1,265.81	387.00	878.81
Weston,	300,308	1,201.23	118.5	2,962.50	1,761.27	546.75	1,214.52
Franklin,	285,149	1,140.59	76.5	1,912.50	771.91	348.75	423.16
Hampton,	283,188	1,132.75	59.5	1,487.50	354.75	186.75	168.00
Lyme,	276,533	1,106.13	91.0	2,275.00	1,168.87	279.00	880.87
Columbia,	253,556	1,010.22	100.0	2,500.00	1,480.78	337.50	1,152.28
Warren,	237,864	951.45	100.0	2,500.00	1,548.55	328.50	1,220.05
Lisbon,	235,440	941.76	51.5	1,287.50	345.74	231.75	113.99
Voluntown,	234,259	937.03	66.5	1,562.50	725.47	312.75	412.72
Wolcott,	227,296	909.18	114.5	2,862.50	1,953.32	402.75	1,550.57
Willington,	224,340	897.36	69.0	1,725.00	827.64	281.25	546.39
Hartland,	214,951	859.80	133.0	3,325.00	2,465.20	443.25	2,021.95
Killingworth,	202,875	811.50	76.5	1,912.50	1,101.00	238.50	862.50
Salem,	191,615	766.46	101.5	2,537.50	1,771.04	339.75	1,431.29
Ashford,	181,572	726.28	56.0	1,400.00	673.72	213.75	459.97
Botolton,	177,225	708.90	71.0	1,775.00	1,066.10	258.75	807.35
Prospect,	176,385	705.54	58.5	1,462.50	756.06	198.00	558.06
Eastford,	165,099	660.39	73.5	1,837.50	1,177.11	236.25	940.86
Chaplin,	153,175	614.70	80.0	2,000.00	1,387.30	276.75	1,110.55
Marlborough,	152,424	609.69	70.0	1,750.00	1,140.31	231.75	908.56
Union,	151,508	606.03	59.0	1,475.00	868.97	229.50	639.47
	147,691	590.76	26.0	650.00	59.24	135.00	.....
	135,576	542.30	30.0	975.00	432.70	157.50	275.20
	126,692	506.76	61.0	1,525.00	1,018.24	189.00	829.24
61 towns,	\$19,729,994	78,919.77	6,348.0	158,700.00	80,023.10	23,046.75	57,126.50

The following table shows the amount that each town having a valuation of over \$500,000 and less than \$1,000,000 would receive if the proposed act on page 38 placed the limit at \$1,000,000.

TABLE XI

TOWNS.	Grand List.	Proceeds of a four mill tax.	Average attendance.	Cost at \$25 per scholar in av. attendance.	Whole amt. to be paid by state.	Deduct \$2.25 per pupil — the present state appropriation.	State grant if limit is \$1,000,000.
Montville,	\$961,190	\$3,844.76	382.5	\$4,562.50	\$5,717.74	\$1,302.75	\$4,414.99
Cromwell,	958,174	3,832.69	358.0	8,950.00	5,117.31	1,185.75	3,931.50
Plymouth,	956,905	3,827.62	405.0	10,125.00	6,297.38	1,314.00	4,983.38
Norfolk,	956,293	3,825.17	200.0	5,225.00	1,399.83	760.50	630.33
Essex,	927,309	3,799.23	342.0	8,550.00	4,840.77	1,008.00	3,832.77
North Canaan,	926,501	3,796.00	263.5	6,587.50	2,881.50	807.75	2,073.75
Cheshire,	923,988	3,695.95	217.0	5,425.00	1,729.05	679.50	1,049.55
Plainville,	881,728	3,542.01	288.0	7,200.00	3,657.09	1,019.25	2,637.84
Woodbury,	883,963	3,535.85	250.0	6,250.00	2,714.15	832.50	1,881.65
Colchester,	847,647	3,390.58	271.0	6,775.00	3,384.42	927.00	2,457.42
North Haven,	826,846	3,307.38	231.0	5,775.00	2,467.62	855.00	1,612.62
South Windsor,	826,820	3,307.31	204.0	5,100.00	1,792.60	623.25	1,169.44
East Haven,	810,908	3,243.99	150.5	3,987.50	743.51	551.25	192.26
Wilton,	808,001	3,232.00	215.5	5,387.50	2,155.50	841.50	1,314.00
Bloomfield,	797,426	3,189.70	153.0	3,825.00	635.30	596.25	39.05
Lebanon,	779,126	3,116.50	201.0	5,025.00	1,908.50	704.25	1,204.25
Woodstock,	778,977	3,115.90	181.0	4,525.00	1,409.10	801.00	608.10
East Haddam,	764,186	3,056.74	289.0	7,225.00	4,168.26	1,037.25	3,131.01
Chatham,	743,063	2,972.25	312.0	7,800.00	4,827.75	1,048.50	3,779.25
Clinton,	729,587	2,918.34	24.5	612.50	.....	.....	.....
East Lyme,	726,599	2,906.39	208.0	5,200.00	3,293.61	823.50	2,470.11
Saybrook,	690,676	2,762.70	238.0	5,950.00	3,187.30	726.75	2,460.55
Somers,	647,900	2,591.60	216.5	5,412.50	2,820.00	686.25	2,134.05
Ellington,	642,778	2,571.11	254.0	6,350.00	3,778.89	1,003.50	2,775.39
Sprague,	601,507	2,406.02	224.5	5,612.50	3,206.48	1,437.75	1,768.73
Haddam,	584,837	2,339.34	250.0	6,250.00	3,910.66	1,010.25	2,900.41
Old Saybrook,	583,236	2,333.10	177.5	4,437.50	2,104.40	612.00	1,492.40
Coventry,	571,823	2,287.20	199.5	4,987.50	2,700.21	607.50	2,092.71
Redding,	567,107	2,268.42	120.5	3,012.50	744.08	488.25	255.83
Trumbull,	545,405	2,181.62	175.0	4,375.00	2,103.38	724.50	1,408.88
Mansfield,	539,636	2,158.54	211.0	5,275.00	3,116.46	776.25	2,340.21
Preston,	524,011	2,096.04	158.0	3,950.00	1,853.96	519.75	1,334.21
Woodbridge,	519,423	2,077.60	100.0	2,500.00	422.31	396.00	26.31
Cornwall,	514,205	2,056.82	163.0	4,075.00	2,018.18	560.25	1,457.93
34 towns,	\$25,351,920	101,407 55	7,652.0	191,300.00	93,198.29	27,366.75	65,831.54

GENERAL STATISTICS

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GENERAL STATISTICS

The following statistics are of general interest:

Population of Connecticut, 1900	908,355
Number of children between 4 and 16 years of age	203,992
Number of pupils enrolled in the common schools	161,545
Increase	5,966
Percentage of increase	3.83
Enrolled per capita of population	17.78
Number of schools	1,515
Number of departments	3,950
Average daily attendance	118,056
Increase	2,782
Percentage of increase	2.41
Ratio of enrollment	73.07
Average number of days the schools were kept	188.89
Number of schoolhouses	1,586
Value of all public school property	\$11,741,072.85
Value per capita of population	12.92
Value per capita of average attendance	99.45
Number of teachers	
Males, winter	360
Females, winter	3,956
Total	4,316
Number of teachers	
Males, summer	344
Females, summer	3,976
Total	4,320
Percentage of male teachers	8.1
Average monthly wages of teachers	
Males	\$99.29
Increase	3.17
Females	44.51
Decrease	.81
Revenue	
From permanent funds	144,541.26
From state taxes	348,448.79
From local taxes	2,763,368.40
From other sources	187,585.68
Total	\$3,443,944.13
Percentage of revenue derived from permanent funds	4.19
State taxes	10.12
Local taxes	80.24
Other sources	5.45
Expenditure	
For new buildings	537,359.56
For libraries and apparatus	33,533.75
For running expenses, including salaries of teachers and superintendents	2,442,130.76
For other expenses	543,418.23
Total	\$3,556,442.30
Expenditure per capita of population for running expenses	2.68
Total expenditure	3.91
Daily cost of education per pupil	
For running expenses	10.9 cents.
For all purposes	15.9 cents.
Amount of permanent invested funds	\$3,054,541.34

ANALYSIS OF STATISTICS

In the following pages the Statistics for 1901-1902 are analyzed and compared as in former reports with the returns for the previous year.

FINANCIAL STATEMENT

Summary of Statistics, 1901-1902

Dividend per child from School Fund	54.18 cents.
Income of School Fund distributed	\$110,524.21
Amount paid for schools from state tax	348,448.79
Income from Town Deposit Fund	28,086.35
Income from local funds	5,930.70
Amount raised for schools by town tax	2,104,120.34
Increase for the year	472,392.67
Amount raised for schools by district tax	659,248.06
Decrease for the year	271,079.92
Amount of voluntary contributions for schools	15,913.68
Amount for schools from other sources	171,672.00
Total amount received for public schools from all sources	3,443,944.13
Increase for the year	319,513.42
Amount expended for teachers' wages	2,084,366.07
Increase for the year	60,150.31
Amount expended for fuel and incidentals	305,525.12
Increase for the year	10,691.55
Amount expended for repairs of school buildings	156,315.95
Increase for the year	17,042.78
Amount expended for libraries and apparatus	33,533.75
Increase for the year	7,324.50
Amount expended for new schoolhouses	537,359.36
Increase for the year	169,912.00
Amount expended for other school purposes	439,341.85
Increase for the year	52,556.54
Total amount expended for public schools	3,556,442.30
Increase for the year	317,677.68
Estimated value of school property in the state	11,741,072.85
School district indebtedness of the state	4,282,575.61
Cost of superintendence of schools	52,239.57
Cost of new schoolhouses completed during the year	283,475.00
Number of districts that raised a tax during the year	94

RECEIPTS

The total sum received by the 168 towns was \$3,443,944.13 as compared with \$3,124,430.71 in the year 1900-1901.

The principal sources of income are

- (a) Permanent investments
- (b) Taxes
- (c) Voluntary contributions

PERMANENT INVESTMENTS

Permanent investments include

- (a) The school fund
- (b) The town deposit fund
- (c) Local funds

School Fund.—On the 30th of September, 1902, the principal of the School Fund was invested as follows —

TABLE XII

Bonds and mortgages	\$1,721,863.01
Real estate	176,333.65
Bank stock	115,212.61
Cash	7,323.64
Total	\$2,020,732.91

Town Deposit Fund.—The amount deposited with the towns in 1837 was \$763,661.83; the amount now returned is \$754,972.34 and the interest for the year is given as \$28,086.35. In most cases this interest exists on paper only and is not a substantial contribution to the support of schools.

TABLE XMI

Towns	Interest of town de- posit fund 1902	Towns	Interest of town de- posit fund 1902
Andover	\$167.44	Canaan	.....
Ansonia	.....	Canterbury	144.78
Ashford	211.01	Canton	147.62
Avon	163.20	Chaplin	124.36
Barkhamsted	264.24	Chatham	265.28
Beacon Falls	90.22	Cheshire	26.00
Berlin	.....	Chester	116.00
Bethany	93.00	Clinton	92.36
Bethel	154.20	Colchester	196.45
Bethlehem	95.65	Colebrook	.....
Bloomfield	.....	Columbia	.....
Bolton	114.58	Cornwall	240.12
Bozrah	.....	Coventry	183.77
Branford	159.23	Cromwell	147.88
Bridgeport	105.00	Danbury	.....
Bridgewater	148.87	Darien	132.56
Bristol	201.18	Derby	.....
Brookfield	.....	Durham	.....
Brooklyn	225.00	Eastford	158.05
Burlington	197.33	East Granby	.....

Towns	Interest of town de- posit fund 1902	Towns	Interest of town de- posit fund 1902
East Haddam	278.08	New Britain	369.38
East Hartford	287.00	New Canaan	30.00
East Haven	44.25	New Fairfield	55.00
East Lyme	.....	New Hartford	.....
Easton	145.48	New Haven	1,507.43
East Windsor	.....	Newington	60.60
Ellington	354.83	New London	464.40
Enfield	274.20	New Milford	.....
Essex	212.52	Newtown	435.14
Fairfield	335.83	Norfolk	168.54
Farmington	244.12	North Branford	.....
Franklin	127.48	North Canaan	174.57
Glastonbury	231.00	North Haven	197.53
Goshen	56.00	North Stonington	467.78
Granby	296.12	Norwalk	472.62
Greenwich	.....	Norwich	798.00
Griswold	.....	Old Lyme	.....
Groton	410.36	Old Saybrook	.....
Guilford	.....	Orange	50.71
Haddam	466.15	Oxford	166.66
Hamden	.....	Plainfield	323.00
Hampton	116.40	Plainville	.....
Hartford	1,408.00	Plymouth	159.03
Hartland	.....	Pomfret	272.50
Harwinton	240.73	Portland	198.00
Hebron	421.41	Preston	298.16
Huntington	175.60	Prospect	98.83
Kent	.....	Putnam	233.00
Killingly	384.86	Redding	173.22
Killingworth	176.59	Ridgefield	.....
Lebanon	338.62	Rocky Hill	.....
Ledyard	245.40	Roxbury	173.90
Lisbon	.....	Salem	.....
Litchfield	.....	Salisbury	.....
Lyme	216.93	Saybrook	67.54
Madison	132.00	Scotland	66.39
Manchester	263.16	Seymour	.....
Mansfield	273.37	Sharon	.....
Marlborough	.....	Sherman	144.00
Meriden	.....	Simsbury	125.97
Middlebury	104.78	Somers	164.34
Middlefield	90.49	Southbury	278.24
Middletown	814.45	Southington	231.00
Milford	.....	South Windsor	243.55
Monroe	67.00	Sprague	.....
Montville		Stafford	380.46
Morris	133.02	Stamford	391.04
Naugatuck		Sterling	

LOCAL FUNDS

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Towns	Interest of town deposit fund 1902	Towns	Interest of town deposit fund 1902
Stonington	524.09	Willington	.....
Stratford	112.00	Wilton	.....
Suffield	437.69	Winchester	273.05
Thomaston	.....	Windham	348.94
Thompson	.....	Windsor	199.90
Tolland	163.40	Windsor Locks	109.46
Torrington	237.64	Wolcott	83.00
Trumbull	159.50	Woodbridge	124.69
Union	101.50	Woodbury	262.39
Vernon	120.00	Woodstock	337.13
Voluntown	200.94	Total	\$28,086.35
Wallingford	.....	Counties	
Warren	.....	Hartford	5,733.16
Washington	249.80	New Haven	3,313.47
Waterbury	156.90	New London	4,288.61
Waterford	.....	Fairfield	3,312.55
Watertown	237.15	Windham	2,945.42
Westbrook	.....	Litchfield	3,114.70
West Hartford	99.60	Middlesex	2,925.34
Weston	.....	Tolland	2,453.10
Westport	224.36	The State	\$28,086.35
Wethersfield	143.08		

Local Funds.— The principal of local funds is returned as \$28,451.03 and the income as \$5,930.70.

TABLE XIV

Towns	Amount of local funds, 1889	Income reported for 1902	Towns	Amount of local funds, 1889	Income reported for 1902
Andover	\$143.71	\$8.62	Colebrook	\$1,712.42	.....
Avon	1,899.39	113.96	Columbia	327.88	\$19.67
Berlin	13,587.85	210.47	Cornwall	647.00	38.82
Bethany	116.66	9.56	Coventry	727.76	26.11
Bethel	209.00	10.45	Cromwell	420.54	16.96
Bethlehem	Nothing	.....	Danbury	2,666.66	64.00
Bolton	833.33	89.05	Durham	1,152.20	53.63
Branford	720.00	25.48	East Haddam	586.00	.....
Bridgeport	1,400.00	.....	East Hartford	Nothing	.....
Bridgewater	194.00	6.79	East Haven	314.40	.....
Bristol	1,950.20	.....	East Lyme	2,160.00	.....
Brookfield	368.66	.....	East Windsor	889.99	.....
Brooklyn	312.00	.....	Easton	6,124.32	92.96
Burlington	1,413.41	76.16	Ellington	2,177.00	.....
Canaan	693.80	.....	Enfield	200.00	20.00
Canterbury	320.00	29.20	Essex	844.00	47.06
Clinton	679.66	34.98	Fairfield	3,050.00	207.48
Colchester	2,084.82	.....	Farmington	9,470.58	473.00

REPORT OF THE SECRETARY

Towns	Amount of local funds, 1889	Income reported for 1902	Towns	Amount of local funds, 1889	Income reported for 1902
Franklin	\$2,071.00	\$127.78	Portland	\$14,260.46	\$495.00
Glastonbury	264.52	.....	Preston	1,026.51	61.70
Greenwich	910.00	.....	Putnam	233.00	13.98
Griswold	650.21	.....	Redding	408.79	14.89
Guilford	1,813.00	.....	Ridgefield	5,000.00	.....
Haddam	326.16	.....	Rocky Hill	408.66	.....
Hamden	580.00	.....	Roxbury	.....	6.00
Hampton	380.00	4.77	Salem	123.73	.....
Hartford	45,500.00	.....	Salisbury	Nothing	73.87
Hebron	1,200.00	72.54	Saybrook	225.00	7.06
Huntington	1,349.07	49.86	Scotland	490.78	19.13
Killingly	69.73	150.00	Seymour	100.00	7.75
Killingworth	166.66	10.00	Sharon	853.29	.....
Lebanon	1,935.98	114.39	Simsbury	540.00	30.16
Ledyard	1,324.02	54.58	So. Windsor	250.00	.....
Lisbon	380.00	.....	Southington	15,106.25	534.53
Litchfield	2,150.00	.....	Sprague	200.00	.....
Madison	345.00	9.00	Stafford	638.64	38.12
Mansfield	670.00	.....	Stamford	2,736.08	142.42
Marlborough	1,661.67	56.00	Sterling	200.00	.....
Middlefield	450.00	31.50	Stonington	1,500.00	.....
Middletown	2,400.00	.....	Stratford	1,400.00	.....
Montville	2,363.00	.....	Thompson	482.22	.....
New Britain	5,598.00	.....	Tolland	998.55	.....
New Canaan	348.38	.....	Torrington	3,000.00	150.00
New Haven city	45,000.00	.....	Trumbull	700.00	28.28
New London	4,940.00	74.60	Voluntown	221.16	.....
New Milford	1,600.00	254.25	Wallingford	884.00	.....
Newington	400.00	.....	Waterbury	888.54	36.20
Newtown	146.00	.....	West Hartford	510.00	.....
North Branford	486.39	.....	Weston	.....	96.04
North Haven	625.00	37.50	Wethersfield	14,189.57	600.00
No. Stonington	*30.00	52.17	Windham	947.00	56.82
Norfolk	1,442.50	.....	Windsor	4,380.00	.....
Norwalk	2,000.00	132.00	Wolcott	8,748.17	531.56
Norwich	1,214.00	.. ..	Woodbridge	4,002.45	.. ..
Old Saybrook	350.00	.....	Woodbury	333.33	19.38
Orange	1,050.00	.....	Woodstock	917.00	40.10
Oxford	382.32	.....			
Pomfret	578.00	22.36	Total	\$282,451.03	\$5,930.70
Counties	Amount of local funds, 1889	Income reported for 1902	Counties	Amount of local funds, 1889	Income reported for 1902
Hartford	\$118,220.09	\$2,114.28	Litchfield	\$12,626.34	\$549.11
New Haven	66,055.93	657.05	Middlesex	21,860.68	696.19
New London	22,224.43	485.22	Tolland	7,716.87	254.11
Fairfield	28,816.96	838.38			
Windham	4,929.73	336.36	The State	\$282,451.03	\$5,930.70

* Per year.

The amount of all permanent invested funds is \$3,054,-541.34 and the income \$144,541.26.

In the following table is given the apparent income of permanent investments since 1876 :

TABLE XV

Year	School Fund	*Per cent.	Town Deposit Fund	Local Funds
1876	\$135,189.00	8.6	\$46,534.97	\$15,614.79
1877	137,261.00	9.1	47,665.00	12,562.54
1878	138,475.00	9.1	44,538.92	12,754.62
1879	124,585.20	8.9	44,983.66	10,967.86
1880	112,188.00	7.5	43,994.35	10,723.67
1881	100,611.70	6.7	43,713.44	11,141.74
1882	87,721.20	5.0	42,979.23	7,718.56
1883	112,096.50	7.1	43,937.52	8,582.13
1884	112,950.75	6.4	42,156.28	9,310.94
1885	120,855.20	6.9	42,089.06	8,553.16
1886	114,124.20	6.8	40,387.06	8,305.80
1887	114,945.00	6.4	39,350.07	8,455.48
1888	116,199.00	6.6	38,835.65	7,723.20
1889	117,932.25	5.9	37,044.67	7,968.50
1890	119,430.75	5.9	35,068.83	7,580.45
1891	120,930.75	6.0	35,584.95	7,839.16
1892	123,039.75	5.4	35,255.93	8,344.70
1893	125,856.75	5.8	33,873.69	8,815.39
1894	127,092.75	5.0	33,702.01	9,280.49
1895	127,941.75	5.2	33,593.36	7,615.93
1896	130,832.25	5.2	33,288.80	7,639.22
1897	112,523.08	4.1	31,795.23	6,915.07
1898	122,427.91	4.3	31,908.41	7,020.46
1899	113,722.79	3.7	30,685.21	7,306.06
1900	122,939.77	4.1	29,702.10	7,397.26
1901	121,231.52	3.9	30,828.76	7,053.99
1902	110,534.21	3.2	29,151.96	6,424.32
1903	.....	...	28,086.35	5,930.70

TAXATION

State Tax.—From the State treasury there was paid to the towns \$2.25 for each enumerated person. The number enumerated was 203,992, and the grant amounted to \$348,448.79, an increase of \$21,871.81 over the year 1900-1901.

Town Tax.—In the year under review the amount raised by taxation for school purposes in the one hundred sixty-eight towns of the State was \$2,104,120.34. This sum is 61.1 per cent. of the total revenue for schools.

District Tax.—There are 850 districts in the State, including the city districts of Waterbury, Middletown, and New Haven. Ninety-four districts raised \$659,248.06.

Since 1875 the amounts received from taxation, together with the per cent. which each constitutes of the total receipts for school purposes, are exhibited in the following table :

* Per cent. which the income of school fund constitutes of the total receipts for schools.

TABLE XVI

Year	District Tax	Per cent.	Town Tax	Per cent.	State Tax	Per cent.
1875	\$463,775.19	22.7	\$668,167.13	41.9	\$202,119.00	12.6
1876	399,834.65	25.6	711,167.98	45.5	202,783.50	12.9
1877	349,940.89	23.2	697,103.26	46.2	205,891.50	13.6
1878	362,128.54	23.9	682,407.59	45.2	207,712.50	13.7
1879	341,018.81	24.4	635,328.58	45.6	207,642.00	14.9
1880	416,306.33	28.0	649,987.83	43.8	210,352.50	14.1
1881	393,007.82	26.5	670,146.35	45.2	215,506.50	14.5
1882	382,515.80	24.4	760,105.40	48.6	219,303.00	14.0
1883	452,616.96	26.1	840,365.39	48.4	224,193.00	12.9
1884	484,343.55	27.8	810,253.93	46.6	225,901.50	13.0
1885	525,119.36	30.2	764,688.09	44.0	226,603.50	13.0
1886	448,005.33	26.9	758,797.83	43.6	228,249.00	13.7
1887	499,804.42	27.8	825,554.24	46.0	229,890.00	12.8
1888	433,483.69	25.9	844,901.14	48.2	232,398.00	13.2
1889	570,660.69	28.6	941,881.01	47.3	235,864.50	11.8
1890	580,010.79	28.7	933,890.88	47.3	238,861.50	11.7
1891	550,898.68	27.4	976,211.51	48.5	241,861.50	12.0
1892	581,012.59	25.6	1,054,372.46	46.5	246,079.50	10.8
1893	535,017.01	24.9	1,042,769.62	48.5	251,713.50	11.7
1894	568,981.23	22.6	1,144,666.09	45.6	254,185.50	10.1
1895	655,177.02	26.6	1,195,138.88	48.6	255,883.50	10.4
1896	708,509.63	28.3	1,259,660.70	50.3	261,664.50	10.4
1897	701,634.08	25.6	1,474,566.19	53.8	290,818.67	10.6
1898	769,680.94	27.0	1,384,614.12	49.6	291,848.84	10.2
1899	853,437.25	27.9	1,661,934.00	54.4	313,140.46	10.2
1900	828,015.78	27.8	1,489,243.42	50.1	315,360.23	10.6
1901	930,327.98	29.7	1,631,727.67	52.2	326,576.98	10.4
1902	659,248.06	19.1	2,104,120.34	61.1	348,448.79	10.1

The amount received by the state treasurer from taxes was \$3,132,976.32. Of this sum \$428,397.26 was applied to support of public schools.

VOLUNTARY CONTRIBUTIONS

The following table shows annual gifts since 1876:

TABLE XVII

Report for Year	Report for Year	Per cent. of total Receipts
1876 . . . \$6,881.26	1888 . . . \$6,844.44	2.58
1877 . . . 4,599.11	1889 . . . 4,138.89	....
1878 . . . 4,755.00	1890 . . . 4,503.88	....
1879 . . . 5,956.87	1891 . . . 5,513.57	....
1880 . . . 4,616.78	1892 . . . 7,641.57	....
1881 . . . 5,870.33	1893 . . . 54,154.10	2.38
1882 . . . 5,050.05	1894 . . . 61,753.70	2.87
1883 . . . 5,025.53	1895 . . . 199,587.57	7.95
1884 . . . 5,758.10	1896 . . . 19,866.94	0.80
1885 . . . 4,429.01	1897 . . . 4,881.76	0.19
1886 . . . 5,865.46	1898 . . . 4,966.65	0.18
1887 . . . 4,348.05	1899 . . . 4,904.94	0.17
	1900 . . . 4,179.72	0.14
	1901 . . . 12,989.89	0.44
	1902 . . . 6,717.62	0.21
	1903 . . . 15,913.68	
Total, . . .		\$481,714.47

MISCELLANEOUS

From miscellaneous sources, including tuition fees, were received \$171,672.00.

The amounts grouped under this head since 1890 are as follows :

TABLE XVIII

Report for year		Report for year	
1890 . . .	\$76,836.27	1897 . . .	\$96,881.38
1891 . . .	74,535.51	1898 . . .	114,512.19
1892 . . .	68,238.94	1899 . . .	237,498.30
1893 . . .	164,834.71	1900 . . .	71,283.84
1894 . . .	86,133.91	1901 . . .	164,964.70
1895 . . .	174,004.48	1902 . . .	72,272.66
1896 . . .	163,339.08	1903 . . .	171,672.00

SUMMARY

The following is a summary of receipts under the several heads, with the ratio which each bears to the total sum raised for school purposes :

TABLE XIX

		Per cent. of sum received
From permanent investments —		
School fund	\$110,524.21	3.21
Town deposit fund	28,086.35	.82
Local funds	5,930.70	.17
From taxation —		
Town tax	2,104,120.34	61.10
District tax	659,248.06	19.14
State tax	348,448.79	10.12
From voluntary contributions	15,913.68	.46
From other sources, tuition, etc.	171,672.00	4.98

EXPENDITURES

The amount expended by the towns and districts in the year under review was \$3,556,442.30, which is \$317,677.78 more than was expended in the previous year.

School expenses are classed as follows:

- | | |
|--|----------------------------|
| 1 Administration | 4 Payments on indebtedness |
| 2 Maintenance or running ex-
penses | 5 Interest |
| 3 Permanent improvements, sites,
buildings, repairs | 6 Libraries and apparatus |

ADMINISTRATION

The amount expended under this head was \$52,239.57. This represents the cost of superintendence and such other official activities as are authorized or enjoined by law.

TABLE XX

Report of	Per cent. of total cost of schools		Report of	Per cent. of total cost of schools	
1891	1.6	\$33,174.58	1898	1.7	\$51,138.74
1892	1.5	32,386.91	1899	1.7	51,722.35
1893	1.5	34,716.32	1900	1.6	52,001.37
1894	1.5	35,283.92	1901	1.7	53,714.52
1895	1.5	39,215.29	1902	1.7	54,050.48
1896	1.7	44,950.59	1903	1.5	52,239.57
1897	1.7	46,814.91			

MAINTENANCE

Maintenance comprises teachers' wages, fuel, and incidentals.

The amount used for these purposes in the year we are considering was \$2,389,891.19, which was 67.2 per cent. of the total expense for schools.

PERMANENT IMPROVEMENTS

Under this head are included sites, new schoolhouses, and repairs.

For these purposes was paid \$693,675.51, made up of \$537,359.56 for new fabrics and sites, and \$156,315.95 for repairs.

Of the whole expenditure for schools, new buildings constituted 15.1 per cent. and repairs 4.4 per cent.

The number of new buildings and the annual expenditure since 1891 is as follows:

TABLE XXI

Report of	No. of buildings	Cost
1891	10	\$261,423.06
1892	20	307,830.92
1893	6	216,580.96
1894	12	248,232.19
1895	20	464,107.01
1896	12	308,058.21
1897	12	200,871.11
1898	17	400,511.84
1899	19	357,834.27
1900	5	459,522.49
1901	15	414,078.32
1902	9	367,447.56
1903	13	283,475.00
Totals,	170	\$4,289,972.94

LIBRARIES AND APPARATUS

This item includes the State grant of \$7,385.00. The number of libraries to which this money goes is rapidly increasing.

TABLE XXII

Number of libraries		Number of libraries	
1891	364 . . . \$16,443.14	1898	688 . . . \$24,855.79
1892	383 . . . 15,121.33	1899	743 . . . 24,984.11
1893	398 . . . 15,426.86	1900	771 . . . 20,302.53
1894	461 . . . 15,180.65	1901	785 . . . 26,270.83
1895	484 . . . 18,824.55	1902	837 . . . 26,209.25
1896	564 . . . 20,402.28	1903	833 . . . 33,533.75
1897	663 . . . 22,342.82		

EXPENDITURES

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SUMMARY

A summary of expenditures is as follows :

TABLE XXIII

Administration			\$52,239.57
Running expenses —			
Teachers' wages	\$2,084,366.07		
Fuel and incidentals	305,525.12	2,389,891.19	
Permanent improvements —			
Sites and buildings	\$537,359.56		
Repairs	156,315.95	693,675.51	
Library and apparatus			33,533.75
Payments on indebtedness			†280,883.40
Interest			†159,038.00
Other objects			228,064.28
Total			\$3,556,442.30

The ratio which each of these several items of expenditure bears to the total expenditure is exhibited in the following table :

TABLE XXIV

Administration	1.47
Running expenses —	
Teachers' wages, etc.	67.20
Permanent improvements	19.50
Library and apparatus	0.94
Other objects	6.41
Interest	4.48

The following table gives expenditures under the various heads for the years since 1876, and the per cent. each constitutes of the total expenditure for schools :

TABLE XXV

Report of year	Teachers' wages	Per ct.	Fuel and incidentals	Per ct.	New buildings	Per ct.	Repairs	Per cent.	Other objects	Per cent.
1876	\$1,057,242.19	68.0	\$140,130.42	9.6	\$135,135.46	8.7	\$77,544.46	4.3	\$134,269.17	8.6
1877	1,085,290.05	70.9	133,343.89	8.7	95,758.63	6.2	68,860.09	4.5	138,480.14	9.0
1878	1,058,682.28	70.1	134,125.12	8.8	98,698.80	6.5	73,516.83	4.8	135,655.57	8.9
1879	1,041,040.43	69.1	112,237.12	7.4	124,944.06	8.2	67,715.24	4.4	152,897.07	10.1
1880	1,015,882.91	73.7	128,162.43	9.3	37,227.65	2.7	71,346.14	5.1	115,648.79	8.4
1881	1,011,729.94	71.8	118,036.64	8.3	87,047.08	6.1	60,814.27	4.3	121,300.31	8.6
1882	1,025,322.66	71.8	119,392.50	8.6	111,904.78	7.5	65,819.05	4.4	144,774.38	9.7
1883	1,056,268.25	68.0	136,058.20	8.7	146,586.39	9.4	71,288.91	4.5	130,310.84	8.3
1884	1,094,580.61	60.3	145,303.89	8.0	327,408.32	18.0	85,062.22	4.6	146,162.55	8.0
1885	1,130,863.35	63.6	140,757.88	7.9	238,961.98	13.4	102,137.66	5.7	150,881.45	8.4
1886	1,166,879.13	62.9	135,720.40	7.3	293,112.83	15.8	86,384.99	4.6	158,429.05	8.5
1887	1,188,056.04	66.3	127,644.60	7.1	216,401.15	12.0	77,338.42	4.3	171,164.26	9.5
1888	1,227,412.60	69.4	145,780.24	8.4	117,860.67	6.6	104,911.91	5.9	156,207.22	8.8
1889	1,264,061.02	69.4	149,322.73	8.2	124,598.70	6.8	88,068.47	4.8	176,438.40	9.7
1890	1,291,472.88	65.6	149,016.64	7.5	226,190.45	11.3	105,619.00	5.3	196,624.30	9.9
1891	1,330,087.56	62.6	182,465.33	8.5	261,423.06	12.3	98,971.33	4.6	234,449.04	11.0
1892	1,369,432.57	63.1	158,788.33	7.3	307,830.92	14.2	98,870.99	4.5	217,034.64	10.4
1893	1,426,711.16	63.8	176,372.64	7.8	216,580.96	9.6	121,870.90	5.4	277,581.51	12.0
1894	1,485,377.33	63.4	200,838.80	8.2	248,232.19	10.6	109,775.87	4.6	281,946.69	12.0
1895	1,548,148.67	58.5	191,586.83	7.5	464,107.01	17.5	110,417.82	4.1	309,542.82	11.7
1896	1,621,183.73	62.7	199,929.56	7.7	308,058.21	11.9	109,668.80	4.2	325,867.24	12.6
1897	1,721,059.99	60.8	230,927.19	8.3	383,014.82	16.3	111,334.30	3.9	347,552.17	12.4
1898	1,786,379.71	60.3	225,408.11	7.6	400,511.84	13.5	130,451.03	4.4	392,128.90	13.2
1899	1,859,810.72	61.9	259,058.32	8.6	357,834.27	11.9	109,504.51	3.6	385,910.46	12.9
1900	1,896,915.59	60.7	257,420.91	8.2	459,522.49	14.7	125,365.35	4.0	360,989.04	11.5
1901	1,966,727.72	61.6	245,866.01	7.7	414,078.32	12.9	142,417.55	4.5	394,188.46	12.4
1902	2,024,215.76	62.5	294,833.57	9.1	367,447.56	11.3	139,273.17	4.3	385,785.31	11.9
1903	2,084,366.07	58.0	305,525.12	8.6	537,359.56	15.1	156,315.95	4.4	439,341.85	12.4

* This table gives the expenditures or outlay in school year 1901-1902 and not the actual cost of the buildings when completed.

† Not included in \$3,556,442.30.

‡ Estimated in part.

The following table compares the receipts and expenses for schools for twenty-seven years, 1875-1902, and gives the average cost of schooling children :

TABLE XXVI

Year	Receipts	Expenses	Cost for each child enumerated	Cost for each child registered	Cost for each child in attendance
1875	\$1,592,858.11	1,552,583.85	\$11.81	\$14.17	\$23.22
1876	1,560,565.06	1,529,181.52	11.54	13.10	22.13
1877	1,506,218.67	1,510,222.56	10.99	12.63	20.87
1878	1,509,158.85	1,506,477.06	10.90	12.53	20.52
1879	1,390,972.54	1,375,880.46	10.05	11.65	19.14
1880	1,481,680.93	1,408,374.74	10.57	12.37	20.14
1881	1,482,024.39	1,476,690.95	10.31	12.41	20.43
1882	1,563,750.30	1,553,065.16	10.69	12.90	21.46
1883	1,733,392.88	1,813,486.11	9.94	12.33	19.85
1884	1,737,923.36	1,777,277.04	10.21	12.47	19.86
1885	1,735,384.21	1,852,221.45	10.31	12.40	19.72
1886	1,663,019.17	1,791,666.21	10.35	12.54	19.73
1887	1,793,369.19	1,768,371.06	10.76	13.12	20.89
1888	1,749,708.04	1,813,823.04	10.90	13.40	20.82
1889	1,990,336.88	1,984,254.47	11.17	13.83	21.34
1890	2,015,667.11	2,123,839.46	11.69	14.72	22.26
1891	2,009,383.53	2,167,079.18	11.53	14.42	22.05
1892	2,266,182.19	2,234,544.03	12.30	15.40	23.77
1893	2,146,226.99	2,341,351.43	12.47	15.70	24.26
1894	2,509,728.91	2,642,627.70	12.85	16.01	23.81
1895	2,458,274.29	2,585,109.82	13.34	16.39	23.66
1896	2,501,140.52	2,706,831.20	13.83	17.06	24.90
1897	2,737,949.73	2,959,825.47	14.27	17.78	25.32
1898	2,848,972.32	2,986,162.59	14.25	17.77	25.03
1899	3,054,797.42	3,120,515.91	14.02	17.58	24.20
1900	2,969,395.54	3,189,248.89	14.24	17.87	24.87
1901	3,124,430.71	3,238,764.32	14.42	18.45	24.91
1902	3,443,944.13	3,556,442.30	14.80	18.68	25.57

INDEBTEDNESS

The towns and districts have availed themselves freely of the power of borrowing. To September 1, 1902, the indebtedness incurred was \$4,282,575.61. This does not include considerable sums which are included in general town indebtedness.

The sums reported under this head since 1892 are as follows :

TABLE XXVII

1892 . . .	\$1,755,530.32	1898 . . .	\$3,042,146.78
1893 . . .	1,873,645.86	1899 . . .	3,164,538.37
1894 . . .	1,887,227.73	1900 . . .	3,180,459.95
1895 . . .	1,843,031.78	1901 . . .	3,110,209.73
1896 . . .	2,682,127.29	1902 . . .	3,755,386.23
1897 . . .	2,844,002.29	1903 . . .	4,282,575.61

VALUE OF SCHOOL PROPERTY

The estimated value of school property is as follows :

TABLE XXVIII

Report of year	Estimated value	Report of year	Estimated value
1892 . . .	\$6,655,054.81	1898 . . .	\$9,344,690.31
1893 . . .	7,237,001.12	1899 . . .	9,879,922.07
1894 . . .	7,508,536.49	1900 . . .	10,192,747.07
1895 . . .	8,042,411.12	1901 . . .	10,837,695.27
1896 . . .	8,450,600.09	1902 . . .	11,387,881.85
1897 . . .	8,829,146.02	1903 . . .	11,741,072.85

ENUMERATION, REGISTRATION, AND ATTENDANCE

Summary of Statistics, 1901-1902

Number of children between four and sixteen years of age	
October, 1901	203,992
Increase for the year	4,966
Number of scholars registered in winter	142,909
Increase for the year	3,077
Number of scholars registered in summer	137,560
Increase for the year	3,405
Number registered who were over sixteen years of age	5,073
Increase for the year	266
Number of different scholars in public schools	161,545
Increase for the year	5,966
Number of enumerated children in other schools than public schools	30,501
Increase for the year	1,909
Number of children between four and sixteen years of age in no school, as shown by the returns of school visitors	27,248
Decrease for the year	42
Number of children between four and sixteen years of age in no school, as shown by enumeration returns of	
October, 1901	31,008
Increase for the year	893
Average attendance in public schools in winter	120,555
Increase for the year	3,576
Average attendance in public schools in summer	115,557
Increase for the year	1,988
Percentage of the whole number registered in the year, as compared with the whole number enumerated in	
October, 1901	79.17
Percentage of children registered in schools of all kinds	94.14
Percentage of those enumerated registered in winter	70.05
Decrease for the year	.20
Percentage of those enumerated registered in summer	67.43
Increase for the year	.03
Percentage of average attendance in winter	84.35
Increase for the year	.70
Percentage of average attendance in summer	84.00
Decrease for the year	.65
Average attendance in winter as compared with number enumerated in October, 1901	59.09
Increase for the year	.32
Average attendance in summer as compared with number enumerated in October, 1901	56.64
Decrease for the year	.42
Number of districts in which the average attendance for the year ending July 14, 1902, was 8 or less	137

ENUMERATION

The following table gives the October count of persons between 4 and 16 years of age for sixteen years beginning with 1886, and the annual increase for the same years:

TABLE XXIX		
Year	Enumeration	Increase
1886	153,260	1,094
1887	154,932	1,672
1888	157,243	2,311
1889	159,241	1,998
1890	161,241	2,000
1891	164,053	2,812
1892	167,809	3,756
1893	169,457	1,648
1894	170,589	1,132
1895	174,529	3,940
1896	179,263	4,734
1897	184,336	5,073
1898	189,717	5,381
1899	194,800	5,083
1900	199,026	4,226
1901	203,992	4,966

Average annual increase, 3,382

REGISTRATION

In twelve years the enrollment in public schools has increased as follows:

TABLE XXX			
Year	Increase	Year	Increase
1891	2,400	1897	2,436
1892	2,066	1898	3,912
1893	2,266	1899	3,492
1894	2,812	1900	3,903
1895	2,833	1901	351
1896	2,603	1902	5,066
Total			35,040

ATTENDANCE

The average attendance has increased in twelve years as follows:

TABLE XXXI			
Year	Increase	Year	Increase
1891	647	1897	4,139
1892	583	1898	3,625
1893	1,368	1899	4,949
1894	5,231	1900	1,613
1895	4,727	1901	3,700
1896	712	1902	2,792
Total			34,086

The following comparative table shows the annual increase in enumeration, enrollment, and attendance for the twelve years beginning 1891 :

TABLE XXXII

Year	Increase in enumeration	Increase in enrollment	Increase in attendance
1891	2,000	2,400	647
1892	2,812	2,066	583
1893	3,756	2,266	1,368
1894	1,648	2,812	5,231
1895	1,132	2,833	4,727
1896	3,940	2,603	712
1897	4,734	2,436	4,139
1898	5,073	3,912	3,625
1899	5,381	3,492	4,949
1900	5,083	3,903	1,613
1901	4,226	351	3,700
1902	4,966	5,966	2,792
Total,	44,751	35,040	34,086

The following table shows by counties increase of enumeration, registration, and attendance for 1901-1902 :

TABLE XXXIII

HARTFORD			NEW HAVEN			NEW LONDON			FAIRFIELD		
Enumeration	Registration	Attendance	Enumeration	Registration	Attendance	Enumeration	Registration	Attendance	Enumeration	Registration	Attendance
Increase.. 1,508	789	701	1,255	999	1,038	220	425	176	1,457	3,334	588
Decrease.....											
WINDHAM			LITCHFIELD			MIDDLESEX			TOLLAND		
Enumeration	Registration	Attendance	Enumeration	Registration	Attendance	Enumeration	Registration	Attendance	Enumeration	Registration	Attendance
Increase.....	185		408	213	126	114		138	42		19
Decrease.. 28							4			25	
STATE											
			Enumeration	Registration	Attendance						
Increase.....			4,994	5,995	2,786						
Decrease.....			28	29	4						
Total increase			4,966	5,966	2,782						

The result at the annual enumerations since 1825 is given below :

TABLE XXXIV

	Increase	Decrease		Increase	Decrease		Increase	Decrease
1825	....	125	1850	1,520	....	1875	213	....
1826	25	....	1851	2,632	....	1876	1,910	....
1827	271	....	1852	1,530	....	1877	1,308	....
1828	....	248	1853	2,598	....	1878	21	....
1829	107	....	1854	1,314	....	1879	1,807	....
1830	84	....	1855	526	....	1880	3,510	....
1831	5	....	1856	....	275	1881	2,443	....
1832	77	....	1857	941	....	1882	3,278	....
1833	....	1,528	1858	1,617	....	1883	1,135	....
1834	155	....	1859	2,361	....	1884	468	....
1835	....	293	1860	2,925	....	1885	1,097	....
1836	....	147	1861	653	....	1886	1,094	....
1837	....	237	1862	1,449	....	1887	1,672	....
1838	803	....	1863	1,607	....	1888	2,311	....
1839	....	1,249	1864	2,727	....	1889	1,998	....
1840	1,472	....	1865	3,955	....	1890	2,000	....
1841	....	530	1866	2,104	....	1891	2,812	....
1842	1,022	....	1867	2,766	....	1892	3,756	....
1843	....	556	1868	432	....	1893	1,648	....
1844	9	....	1869	1,325	....	1894	1,132	....
1845	1,182	....	1870	3,061	....	1895	3,940	....
1846	1,422	....	1871	3,280	....	1896	4,734	....
1847	287	....	1872	1,160	....	1897	5,073	....
1848	1,927	....	1873	620	....	1898	5,381	....
1849	1,789	....	1874	1,448	....	1899	5,083	....
						1900	4,226	....
						1901	4,966	....

The following table gives enumeration, registration, and attendance since 1876, with percentages :

TABLE XXXV

Report of the year	Average length of schools in days	REGISTERED		Different scholars registered	Per cent. registered	No. in both public and private schools	Per cent. in all schools	ATTENDANCE		Per cent. of average attendance	
		Enumerated	Winter					Summer	Winter		Summer
1876	176.26	134,976	98,402	88,595	119,489	88.53	128,634	95.30	71,935	65,251	50.81
1877	178.13	135,189	98,993	89,832	119,106	88.10	128,922	95.36	74,369	66,621	52.14
1878	177.52	137,099	99,657	90,845	119,208	86.95	129,388	94.38	75,732	68,588	52.63
1879	178.47	138,497	100,288	91,433	119,828	86.56	130,937	94.60	77,218	69,912	53.15
1880	178.60	138,428	99,662	91,860	119,382	86.24	130,597	94.34	75,678	69,607	52.47
1881	179.02	140,235	100,596	90,614	119,694	85.35	132,337	94.37	78,421	68,672	52.44
1882	179.08	143,745	100,098	92,259	119,381	85.05	131,856	91.73	76,028	69,050	50.42
1883	179.66	146,188	101,759	92,475	121,185	82.99	134,084	91.72	77,041	69,636	50.16
1884	178.77	146,466	102,122	94,214	120,437	80.58	135,297	90.52	78,423	71,328	50.09
1885	179.55	150,601	103,921	97,499	123,280	81.85	137,860	91.53	80,075	74,787	48.80
1886	179.18	151,069	107,097	98,604	125,718	83.21	140,198	92.80	82,654	75,450	52.32
1887	179.18	152,166	107,213	99,166	125,539	82.50	140,714	92.47	82,949	76,719	52.46
1888	180.18	153,260	108,309	100,166	125,794	82.07	141,747	92.48	82,285	75,678	51.53
1889	179.08	154,932	109,550	101,889	126,055	81.36	143,234	92.44	83,856	78,341	52.34
1890	180.32	157,243	109,511	101,615	127,089	80.82	145,358	92.44	85,455	79,310	52.39
1891	182.51	159,241	110,476	102,703	126,505	79.44	145,571	91.41	86,275	81,038	52.53
1892	182.26	161,241	110,778	103,035	128,905	79.04	149,301	92.50	87,229	81,379	52.28
1893	182.30	164,053	109,214	102,661	130,071	79.83	152,448	92.92	87,527	82,247	51.74
1894	182.74	167,809	112,584	105,799	133,237	79.39	154,218	91.90	89,420	83,091	51.40
1895	182.94	169,457	116,116	110,172	136,048	80.28	157,500	92.94	93,607	89,366	53.68
1896	183.32	170,589	120,840	114,140	138,882	81.41	160,188	93.90	96,473	93,054	56.40
1897	187.47	174,529	122,304	117,203	141,485	80.26	165,315	94.72	99,976	93,874	55.53
1898	187.45	179,263	125,761	120,368	143,021	80.18	170,720	95.33	102,790	99,328	56.37
1899	188.82	184,336	130,084	124,299	147,833	80.19	174,882	94.87	106,945	103,059	56.96
1900	189.15	189,717	134,535	129,732	151,325	79.76	178,384	94.02	111,227	108,676	57.05
1901	189.01	194,800	137,299	130,455	155,228	79.68	183,136	94.01	114,859	108,770	57.27
1902	188.53	199,026	139,832	134,155	155,579	79.17	184,171	92.53	116,979	113,569	57.01
1903	188.89	203,992	142,909	137,500	161,545	78.17	192,046	94.14	120,555	115,557	57.87

ATTENDANCE

The increase in enrollment in public schools for the year covered by this report was 5,966. Much of this increase is due to the efficient enforcement of the compulsory law.

Children under fourteen years of age cannot be employed in manufacturing establishments, nor in any other occupation during school hours. Those over fourteen and under sixteen must attend school unless they are regularly employed. The foregoing summarizes the law, but three exceptions are admitted — one recognizing poverty so extreme that clothing cannot be provided; another recognizing the right of parents to send to private schools, and the third relieving parents from sending children who are mentally or physically disabled.

These laws have been upon the statute book so long and have been so systematically enforced that in many places regular attendance has become automatic.

The general method of enforcing the compulsory attendance law is as follows:

- 1 In October the annual "enumeration" of children between four and sixteen is made and the age of each child in the town or district is ascertained. This census of children by ages is deposited with the town school officers on or before the first of November.

- 2 In the first month of the school year the agents of the state board of education receive from teachers or principals lists of the scholars in attendance. By comparing these lists with the census the names of absentees are known. At once investigation is made to determine the causes of absence.

- 4 Month by month the teachers in most schools send to the agent for the district the record of attendance with the causes of absence. This is a transcript of the register with causes of absence annexed.

If any enumerated child be not recorded or if any be absent without legal excuse this record informs the agent, whose duty it is to investigate each case immediately and to give the parent warning if no legal excuse exists. During the year the agents visited 2101 families and sent 5926 notices.

- 5 The parent is held accountable for the attendance of his children. If after warning he refuses or neglects to send his child to school, he is subject to a fine. When children are incorrigible and parents are unable to control them, boys may be sent to the Connecticut School for Boys and girls to the Industrial School for Girls.

In case of parental neglect and inability children may be sent to the county temporary homes.

6 Mental or physical disability and lack of clothing are the only legal excuses for absence. Attendance at private schools is noted and enforced with the same care as if the children were in public schools.

7 In each school registers are kept and the absent children are daily noted. These registers supply the evidence upon which the enforcement of the law depends. It is the primary duty of teachers to keep these registers with great care and to return them truthfully complete to the town school officers. A teacher failing to thus keep and return a register is not legally entitled to wages.

So far as possible teachers ascertain the cause of absence, but they cannot legally excuse absence. Their duty is to record the facts. A truthful record sometimes brings upon a teacher unjust criticism. All teachers have learned that regular attendance materially depends upon the accuracy and fulness of their returns.

Occasionally we find children whose school days have been few. The parents have wilfully or negligently evaded the legal mesh; their children have obtained little schooling and are in their turn the shiftless and uneducated of the state. Our law is steadily enforced; notwithstanding these evasions the state is an uncomfortable residence for delinquent parents and happily the number of such parents diminishes.

The law should authorize school officers to compel the attendance of any who have not received a common school education.

The statistics show that many pass fourteen and leave school before they have attained the end school has in view. They cannot express their own thoughts clearly, they cannot understand or enjoy the printed thoughts of others, and they cannot give quick solutions of simple arithmetical problems either mentally or in writing. These simple acquirements are necessary to persons in any walk of life. Home indifference, irregular attendance, tardiness, sickness, overcrowding of schoolrooms which prevents even the best teachers from giving sufficient attention to each pupil, contribute to the apparent failures of common school education. But the greatest cause of failure is inefficient and misdirected teaching. The essentials of an education are deferred or unnecessary subjects taught; the precious time of the child is frittered away and the school opportunity lost. The tables

in this report show that thousands of children leave school at fourteen before they have an elementary education. Especially for those whose school life is limited to the compulsory age should the teaching be concentrated upon a few subjects and every hour tell.

From the tables printed in annual reports the following summary is compiled :

TABLE XXXVI — SUMMARY FOR TEN YEARS — ATTENDANCE

YEAR	Number of cases of absence investigated	Number of families visited	Number of visits to schools	Number of letters and notices to parents	RECOGNIZED EXCUSES			Number absent illegally	Number at work illegally	Number sent to school	PROSECUTIONS		Number of truants	Number sent to Conn. School for Boys	Number sent to Industrial School for Girls	Number sent to Temporary Homes
					Disability	Lack of clothing	At work legally				Parents	Employers				
1882	1,204	877	.....	.....	97	80	1,622	886	89	908	24	4	107	8	..	14
1891	924	623	213	.....	90	53	103	551	42	511	19	..	63	11	11	28
1891	808	533	196	.....	88	30	1,303	392	22	390	15	4	32	11	..	2
1895	1,448	641	.....	.....	176	125	1,302	672	101	782	15	7	63	8	1	7
1896	2,106	1,240	487	.....	201	98	947	915	151	858	58	7	14	9	..	..
1897	2,965	1,767	.....	.....	295	128	1,525	1,663	166	1,526	42	1	58	11	1	16
1898	3,161	1,872	.....	.....	227	156	1,676	2,147	56	2,098	51	1	60	15	..	11
1899	3,792	2,126	353	4,581	377	196	2,199	1,998	118	2,054	62	1	85	11	..	6
1900	3,937	2,502	1,325	6,670	431	130	714	2,500	190	2,410	80	2	89	12	3	14
1901	3,052	2,265	1,496	7,781	415	119	974	2,363	91	2,355	87	1	92	22	3	27
1902	3,237	2,052	1,572	5,926	400	75	479	2,327	164	2,337	50	7	100	13	5	8

The Secretary here bears witness to the faithful, energetic, and prudent activity of the compelling agents. To all right-minded parents the compelling agents are welcome; only to active and negligent evil doers are they unwelcome. As their interesting reports given below will show, they must deal promptly and efficiently with three classes: — (1) those who study the law to evade it; (2) those who rear children to exploit them; or, (3) those who have lost self-respect and neglect their children.

ANNUAL REPORTS OF AGENTS

The annual reports of agents are here presented. They contain much interesting and valuable material.

	PAGES
Report of Mr Giles Potter	60-66
Mr S P Willard	..
Mr W S Simmons	66-71
Mr John M Wadhams	71-76

TABLE SHOWING WORK AND RESULTS IN TOWNS VISITED BY MR. LUSK.

Number	TOWNS	Cases investigated	Visits to schools	Visits to families	Visits to factories and stores	Letters and notices to parents	UNLAWFULLY ABSENT FROM SCHOOL			Unlawfully absent from school	Unlawfully employed	Sent to school
							Disability	Lack of clothing	At work			
1	Branford	7	13	5	.....	3	3	.....	3	3	.....	3
2	Cheabire	17	12	10	.....	4	3	.....	0	0	.....	8
3	East Haven	1	1	1	.....	.....	.....	.....	.....	1	.....	1
4	Guilford	18	13	7	2	4	2	.....	6	8	.....	10
5	Madison	13	10	6	.....	3	.....	.....	4	6	.....	8
6	North Branford	3	7	2	.....	.....	.....	.....	.....	3	.....	3
7	North Haven	20	10	13	5	.....	5	.....	7	11	.....	14
8	Wallingford	8	13	7	.....	3	2	.....	3	3	.....	3
Total		96	79	51	7	17	14	.....	29	41	9	50

CASES INVESTIGATED

These statements do not show the actual number of cases of failure to duly comply with the requirements of the law in the towns named nor the relative numbers. It is not to be inferred that because a large number of cases were investigated in some towns and few or none in others, that there was a general disregard of the law in some towns and strict compliance in others. The cases investigated were brought to the attention of the agent by the monthly reports of teachers and frequently by urgent requests from school officers and teachers that the non-attendance and irregularity in attendance at school in their towns be corrected. It was due largely to the frequency and urgency of these requests that many more cases were investigated in some towns than in others. Many cases of failure in attendance in these towns were reported without any statements of the real cause, which may have been sickness of the children or the prevalence of a contagious disease, thus calling for the investigation of many cases for which the law has no remedy. If those who report such cases would state the causes when known, there would be much less work for an agent to do without any apparent results.

LETTERS AND NOTICES TO PARENTS

Statements of what the law requires, sometimes with the note that the attendance of the children named has not been satisfactory, has doubtless had good effects. But some of these notes would not have been mailed, if the real cause of the absence from school had been stated in the report.

UNLAWFULLY ABSENT FROM SCHOOL

The number of children appearing in the tables as unlawfully absent from school and sent to school, include those for whose

absence or irregular attendance no lawful cause was found. Nearly all of these were irregular attendants. It is seldom that a child over seven years of age having good health and ability is found who has never seen the inside of a schoolhouse. With such cases there is but little trouble. They are few and easily corrected.

DISABILITY

The cases where disability, usually physical, is given as the cause of irregular attendance, are the most difficult to manage and the most numerous. While the children are deriving but little benefit from the schools, they cause teachers much extra work and are very detrimental to the school, detracting from the benefit which other children should receive.

Generally a parent's statement that a child's health is such that it is not expedient that he should attend school is taken, and ought to be taken, as decisive. But the lazy, slothful, careless, indifferent, intemperate parents have learned that *sickness* of the child—"does not feel good"—is the proper excuse to give for their own and the child's delinquencies. It has been found advisable in some of these cases to consult physicians and even to employ them to visit the families. Usually in such cases my suspicion that there was shamming has been confirmed. It is remarkable that in cases where children have been habitually absent from school or very irregular in attendance at school, that when they become fourteen years of age and the parents want them to work, they are no longer "sick." It is not so in all cases. For slothful habits in regard to school attendance are apt to continue in after years.

LACK OF CLOTHING

Cases where it is stated that lack of clothing, generally of shoes, is the cause of absence from school, are not as numerous as those of disability, and are more easily managed. However it is not always apparent, even if the children are destitute, that the parents might not be able to provide for them if they would work and abstain from the use of intoxicating drinks. But benevolent people, town agents, and the temporary homes furnish remedies in these cases.

TRUANCY

Cases of truancy, that is cases where the children are faithfully sent to school by their parents but do not go to school but spend their time elsewhere, are serious and require prompt attention and decisive action. But they are not numerous enough to have much effect on the percentage of school attendance. Parents and local officers usually attend to these cases. However,

during the past year I caused, or had part in causing, seven boys to be committed to the Connecticut School for Boys, and three girls to the Industrial School for Girls, chiefly on account of truancy.

UNLAWFULLY EMPLOYED

"To work" is a lawful excuse for absence from school for children over fourteen years of age only. But many parents whose children are under fourteen still think, or pretend to think, that they own their children absolutely, and can use them when they please and as they please. The cases here referred to are not of children seeking employment in manufacturing and mercantile establishments, but of children at work on farms, to do house work, to tend baby, to go on errands, etc.

A father whose boy was often absent from school and more frequently tardy, was prompt in sending written excuses: "*He was sick,*" "*I sent him away,*" "*He had to go down town,*" "*He had to help me,*" "*His mother wanted him,*" "*I wanted him.*" When this parent was told that the first only was a lawful excuse, replied: "Can't I send my boy where I please and when I please? *I shall!*" When told that if he continued to do so, he would have to give his excuses to the city court, he replied, "I will not go to the city court." He made his statement good by thereafter keeping the boy punctually in school every day, thus making further excuses unnecessary.

LAWFULLY EMPLOYED

This relates to children fourteen and fifteen years of age. In the numbers of such children given in these tables there are included those found in the cases investigated or shown in the table, and those found in the inspection of establishments where they were employed. In the statement made for the general account of the Enforcement of Laws relating to Attendance by Counties, the former only are given; and in the statement made for the general account of the Enforcement of the Child Labor Law, the latter only are given.

Regarding this class of children two questions are presented: first, are the children in fact over fourteen years of age; second, are they regularly employed. According to chapter one hundred and ten of the Public Acts of 1901, the employers of such children in manufacturing and mercantile establishments must have certificates of their ages. This law from the time it took effect has been generally and well observed, especially in all the large establishments where children are employed; and it has had the desired effect of preventing the employment of children under fourteen years of age on their statement that they were fourteen years of age.

In visiting 277 establishments and inspecting 227 of them, 2,354 children over fourteen and under sixteen years of age were found employed at the time of inspection. Certificates of age were duly on file for all of these children except 168. There were good reasons for believing that all of these, though they had no certificates, were over fourteen years of age. In some instances the parents were employed in the same establishments. Some of the children had been put to work for a day or two on their promise to bring in their certificates as soon as they could be obtained. Some of these cases were found during the vacations of the schools. Every child was told in my presence by the employer that he must bring his certificate as soon as possible or leave the establishment. If, on another inspection, any children are found without certificates, it may be my duty to see that more forcible action is taken.

In 128 of these establishments, including all the larger ones, the record books furnished by the State Board of Education, or similar record books, were in use. Some of the establishments where no record books were used were employing not more than two or three children.

CERTIFICATES NOT PROPERLY OBTAINED

When an employer has a certificate in due form, signed by a registrar or teacher, stating the date of birth of the child so that it appears that he is over fourteen years of age, the employer complies with the requirements of the law. Parents whose children were born in a foreign country and have no school record in this country, seem to have the advantage in securing employment for their young children, if disposed to be untruthful in their sworn statements to the town clerk or registrar of births. There have been instances where passports have been shown with the ages of the children apparently changed.

But these are not the most perplexing cases. Parents of children whose births are not recorded in the United States, but who have attended our schools, finding that the ages previously given to the teachers do not entitle the children to certificates that they are fourteen, aver that mistakes were made when the ages were given and recorded at school. Some of these parents then go to the town clerks or registrars and have the births recorded, giving a date of birth which seems to show that the children are over fourteen. With the registrars' certificates the children find employment. Cases of this kind have been frequent during the past year.

In other cases children have been instructed by their parents to inform their teachers that heretofore their ages were not correctly given, advancing them a year or two, in anticipation that

very soon they will want to take them from school and send them to work.

Is it not possible to so amend the law as to prevent these practices?

ARE THE CHILDREN REGULARLY EMPLOYED?

Having a certificate of age does not entitle a child under sixteen years of age to be absent from school unless he is at work. Some children get certificates but do not find work, and do not want to work. Others find employment but soon leave it. Young help is quite changeable. The record books show this. On one book there were found 87 names of children who had been employed within twelve months, while 19 only were then in the establishment. Seventy-four names were written on another book in a period of ten months, and 20 only were employed at the time of inspection. On another book, where 113 names were recorded during the same period, 43 only were found at work. Of 653 children whose names were recorded on ten books, or taken at random from my notes, 263 only were employed at the time of inspection.

The law seems to make it the duty of those appointed to enforce it to see that these children, if not employed, attend school. When cases of idleness on the part of such children have been brought to my attention, the parents have been informed that they must send the children to school or find employment for them at once; that the children cannot run the streets on the excuse that they have certificates and are looking for work.

The time occupied in looking after other classes of children who are not regular in attendance at school does not allow opportunity to give as much attention to this class as it ought to have. Without doubt a large majority of these children are employed. The fact that they often change places of employment is not proof that they are idle.

PROSECUTIONS

It may seem inconsistent that, when it is stated that 657 cases of violations of the law on the part of parents were found, eight only were prosecuted in the courts. This may need some explanation. It has been elsewhere stated in this report that a large part of these cases were due to irregularities in attendance and not to prolonged absences. According to the law every absence of a child from school, except for causes named in the law, is a violation. A person having control of a child (not the parent) has been fined for keeping a child from school one, two, and three days a week. But cases of this kind, especially when the circumstances of the family seem to require the service of the child, are not regarded as punishable.

More cases than were prosecuted were reported to grand jurors and prosecuting attorneys. Sometimes the prosecuting officers

wrote letters to those who were violating the law, stating that if they continued to violate the law, prosecutions would be made. The results were satisfactory, so far as putting a stop to further violation of the law in the particular case. It seems to be the general opinion that if the child is sent to school the parent should not be punished for former unlawful neglect. Of course the object of the law and of our work is to cause the children to attend school. But if delinquent parents find that they are not to be punished if they comply with the requirements of the law when they are ordered to do so, are we not saying that the law may be disregarded with impunity if the acts of violation close when detected?

Most of those who violate the law in not sending their children to school are poor. The same habits of slothfulness which cause them to neglect their children are apparent elsewhere, and cause poverty and want. The payment of fines, if imposed, would take from the parents' ability to clothe the children for school. Thus a prosecution would seem to defeat the very object desired. However, during the past year one parent was sent to jail because he could not pay the fine and costs of prosecution. In this case the condition of the family was made better rather than worse by his absence. In another case a parent was sent to jail because he would not pay the fine and costs of prosecution, though he was able to do so. After three days in jail, however, he paid up, — perhaps a wiser and a better man.

The few cases of violation of law on the part of employers, occurring, as most of them did, when the schools were not in session, did not seem to call for prosecutions.

As stated under *Truancy*, seven boys were sent to the Connecticut School for Boys, and three girls to the Industrial School for Girls. Four children, also, were committed to a Temporary Home.

GILES POTTER.

NEW HAVEN, September, 1902.

REPORT OF W S SIMMONS

MR CHARLES D HINE

Secretary of the State Board of Education

SIR:—The following is a report of my work as agent of the Board for the year ending August 31, 1902:

SCHOOL WORK

Number of towns visited	42	Number sent to school	390
Number of schools visited	408	Prosecutions of parents	8
Number of families visited	456	Sent to Conn. School for Boys . .	2
Number of cases investigated . . .	639	Found in some school, removed, etc.	164
Number absent under legal excuses:		Number of teachers reporting attendance	539
Mental or physical disability . .	40	Number of letters and notices to parents where children were reported absent 10% or more of time without legal excuse	2,792
Lack of clothing	16		
At work	20— 85		
Number at work illegally	38		
Number absent illegally	399		

In the past much has been said and written regarding irregular attendance: while there is improvement, the change is not sufficient to warrant passing the subject without directing attention to existing conditions which diminish the benefits which our schools are intended to give.

In towns where a good teacher is intelligently sustained in her efforts by efficient school officials and by interested parents the attendance is good and improves. In towns where district management obtains, those qualified for the office of district committee often refuse the thankless position, which easily falls into the open hands of a man who knows little and apparently cares less about the school. The lack of interest is manifest, and what support does the teacher hope to receive from the officer whose duty it is to second the efforts to secure good attendance?

The teachers' monthly reports of attendance, the thorough circulation of laws, and the action of the courts in most prosecutions have notably contributed to the elimination of long absences. The evil reappears in absences of one-half, one, and perhaps two days a week; but these are sufficient to cause loss of interest in studies, and to discourage the teacher's best efforts.

A continuous illegal absence of two weeks is no more harmful, and perhaps is less serious than two days a week for five weeks, which involves the same loss of school time. These absences of short duration are just as certainly infringements of the law as longer ones, but this fact is not recognized by parents or even by courts. The parents who thus frequently violate the law because they are fully aware that the longer periods of absence will be punished ought to realize that the courts will require exact obedience to the law.

A comparison which has been made in school attendance gives us matter for reflection. From the teachers' reports for the month of October, 1901, during which time the weather was exceptionally good, one hundred, representing thirty towns, were selected. Schools where contagious disease was reported were rejected. Two thousand five hundred and forty-five children were registered; of this number 859 were perfect in attendance. Six hundred and three were reported ill, 10 were absent for lack of clothing, and the remainder were illegally absent more or less of the time. Contrast this with the reports from the schools in the Temporary Homes of Tolland and Windham counties. The attendance of the children of these homes is used for comparison because they attend school outside the Home grounds. Eighty-six children were registered and 78 of this number were perfect in attendance; the eight were legally absent, having been placed in families or leaving after beginning of term. One of the number was absent one day by reason of illness.

The children committed to the Temporary Homes are not

entered on a basis of physical perfection, but as the law explains are "waifs, strays, or paupers, are deserted, neglected, or cruelly treated, or their parents are prisoners, drunkards, or paupers, or have been committed to hospitals, almshouses, or workhouses."

If the reports of children in the public schools mentioned are correct the sanitary condition of the homes of the 603 children is really lamentable and worthy of attention by public health officers.

The schoolroom is not a proper place for a child who is really ill; health should be the first consideration, but education comes next. At present "illness" is largely used as a cloak for various illegal and usually brief absences. These irregularities continued throughout the year seriously interfere with school progress.

ATTENDANCE TAKEN FROM 100 TEACHERS' REPORTS, OCTOBER, 1901

	Number registered	No. perfect in attendance	At work over 14	At work under 14	Sick	Weather	Lack of clothing	Visiting	Various	Total
	2,545	859	73	216	603	216	10	84	484	2,545
Tolland and Windham Temporary Homes	86	78	1	....	1	....	1	....	5	86

PROSECUTIONS

When all means have failed, and every effort of the agent to induce compliance with the law produces no reform, appeal is made to the courts. In most instances our courts are in full accord with the compulsory education law. In only two cases during the past year has it been otherwise.

In New London a thorough investigation of cases of irregularity and nonattendance was made. Several cases of clear, continued, and inexcusable violation of the law were found; conviction by the court was necessary to make the offending parents understand the requirements of the law, and also to warn other delinquents. In one family of comfortable financial circumstances were two girls,—one twelve years of age and the other eight. They were well dressed, and apparently, since no excuse for nonattendance was offered or could be made, were at home simply because they chose to be. The older one had not been in school for two years, and the younger one had never attended. This case and another similar were fully presented to the city attorney with request for prosecution, but for reasons which he refused to state prosecution was refused.

The other case to which reference has been made was in North Stonington. The school in which the parents resided had

been closed for a number of years, and a father failed to send his thirteen-year-old girl to adjoining district because of disagreement as to terms of transportation. He by his attorney threatened the school visitors with suit unless the child was conveyed to and from school. The school visitors offered fifty dollars annually for transportation—the amount which had been accepted in the previous year, but at this time there was a combination of parents against the visitors to secure an advance in rates of school transportation. Suit was brought before a local justice of the peace, with the result that parent was discharged, the justice construing the law “may” provide transportation to mean “must.” Suit was again brought, but before warrant could be served the father removed the family from his farm into Rhode Island. This was a serious case, because of the school board having offered more in proportion for transportation than was being paid from any other suspended district in town.

COMMITMENTS TO CONNECTICUT SCHOOL FOR BOYS

“No boy under ten years of age shall hereafter be committed to the Connecticut School for Boys except upon conviction of an offense for which the punishment is imprisonment in the state prison.” Chapter 56, Public Acts 1901.

Soon after the above law went into effect my attention was called to a case of truancy and incorrigibility. The boy who was found locked in his room had committed no criminal offense; he was simply entirely beyond the control of his parents, who desired to have him sent to the Temporary Home. The law did not warrant this course, and the boy could not be sent to the School for Boys, because he lacked twenty days of being ten years of age. At the expiration of the twenty days he was sent to Meriden. No provision has been made for a boy of this age who may be “destitute of a suitable home, or is being brought up to lead an idle and vicious life, or who is incorrigible, and disobeys his parents or guardian, and refuses to attend school.”

The Temporary Home is not intended to meet the needs of this class, and the School for Boys is not the proper place. The law recognizes this, but no intermediate school or reformatory is provided where the willfully mischievous but not criminal boy may be placed, before he reaches the condition which warrants his being sent to Meriden. In the above case commitment to the School for Boys was a doubtful expedient, but he could not be controlled at home, and his parents realized their helplessness.

These boys are full of a pent-up energy which calls for firm control and perhaps for the restraints of an institution, but not an institution where their over supply of willfulness or mischief may be directed into criminal channels by older associates.

FACTORY WORK

Number of towns visited	24	Number between 14 and 16 years of age employed	1,773
Number of establishments visited	208	Number between 14 and 16 years of age able to read and write	1,544
Number of children illegally employed	14	Number between 14 and 16 years of age unable to read and write	229
Number of children discharged	14		
Number of prosecutions of employers	7		

ILLEGAL EMPLOYMENT

NUMBER ILLEGALLY EMPLOYED

Windham County		New London County		Tolland County	
Sterling	2	Norwich	4	Stafford	2
Windham	1	Montville	2	Vernon	1
		Sprague	2		

LAWS RELATING TO EMPLOYMENT OF CHILDREN

Section 22. No child under fourteen years of age shall be employed in any mechanical, mercantile, or manufacturing establishment.

The law enacted by the General Assembly of 1901 regarding employment of children between 14 and 16 years of age has done much to reveal the actual number of children employed by requiring employers to obtain and keep on file town clerk or teacher's certificate of age.

That it has caused employers more or less trouble is shown by the following letter from a manufacturer :

—, CONN., Aug. 29, 1901

MR W S SIMMONS

Central Village, Conn

DEAR SIR :—In reference to the new law about employing children, would say we are having quite a lot of difficulty in getting parents to swear before the town clerk as to their age. We have signed certificates by the parents of all these children, but they have a hesitancy about taking oath before an official. It is placing us under serious difficulties, and we would like your opinion as to what we can do. We have six or seven hands with signed certificates which have conformed with the law, but these same parents hesitate about swearing before a justice. Will you kindly call at our office if you are soon to be this way, as we would like to have a talk with you.

Yours truly, —

The fact that a parent who willingly holds the pen while his mark is made, thus testifying to the age of his child, should hesitate to take oath before an official to the assertion of the same fact, shows that there is doubt as to the truthfulness of his first statement. While the burden of the change may fall on employers, there is no question that less children will be illegally employed than under the previous law.

While some employers have not obtained legal certificates, as the report shows, the failure is due rather to neglect or imperfect examination of the law than an effort to evade the law. In some cases parents' certificates were still retained under the impression

that the new law would not be construed as retroactive. The larger number of children employed, as shown by the table, is attributable to industrial prosperity, and to the changes in the law by which the correct number is more easily and accurately obtained.

The steadily decreasing proportion of illiterates found in the mills is worthy of note. There are manufacturers in this district who refuse employment to any boy or girl who cannot read and write, though they be of legal working age. The assertion is made that an illiterate generally is not as capable an employe, as the child who has a common school education.

Most employers are interested in the intelligence of the children whom they employ; many of them aid personally in the work of ascertaining the intelligence and express approval of the investigation.

The following table shows the gain this year as contrasted with the years 1896-7, 1899-1900, and 1901-2. It should be noted that an examination has been made but once in two years, so that children who are examined one year will at next investigation have passed beyond the age limit. Each examination thus includes only those whose intelligence has not previously been taken.

	1896-1897	1899-1900	1901-1902
Number between 14 and 16 years of age employed	1,164	1,139	17,73
Number between 14 and 16 years of age able to read and write	852	947	1,544
Number between 14 and 16 years of age unable to read and write	312	212	229

BIRTHPLACE OF ILLITERATE CHILDREN

Canada	165	Maine	2
Connecticut	16	New Brunswick	2
Italy	10	Rhode Island	1
Austria	8	Massachusetts	1
Russia	7	England	1
Poland	6	Germany	1
New York	4	Arabia	1
Australia	3	Unknown	1

W S SIMMONS

REPORT OF JOHN M WADHAMS

TO MR. CHARLES D. HINE,
Secretary of State Board of Education.

SIR:— My work as agent for the year 1901-2 covered the same territory and was carried on in nearly the same manner as hitherto. From about forty towns regular reports were received, and special work was done in others. Reports of attendance have been received from all of the smaller schools and many of the larger ones. In some large districts reports of nonattendance were left to the judgment of the principal or superintendent, with as good results as if regular reports had been demanded. Much

clerical work was saved both to the teacher and myself. In nearly all towns a comparison was made of the enumeration and registration. Such a comparison shows whether any children of school age have failed to register. The comparison with my previous investigation also aids very much in locating each child, and especially secures the correct ages of those found in factories. The difficulty in this endeavor is the time of obtaining the lists long after the October enumeration.

NOTICES, 887

Notices calling attention to the law have been sent to parents if complaint has been made of irregular attendance, and when the teachers' reports show an unlawful absence of more than ten per cent. of a month. Without doubt these notices do much good, as they instruct the people who are violating the law unintentionally, and are a warning to the careless that the law ought to be obeyed.

CASES INVESTIGATED, 672

This includes all cases of apparent violation of the law. Investigations do not always show that the law has been disregarded, for it is often found that there is cause for the absence. Many cases are reported where the teacher is not wholly aware of the facts.

VISITS TO FAMILIES, 528

This number indicates many families, but no figures can represent the time and energy required to visit over five hundred families in forty different towns and many more districts. A visit to the family satisfies the agent of one of three things: first, that there is a just cause for absence; second, that there has been unintentional violation of the law; third, that there has been intentional violation of the law. If the first is found to be true, the investigation ends. If the second is true, generally, the matter is easily righted without much friction. If the third condition exists, the statute provides the method of dealing with it. Visits to families in the capacity of an agent bring him in contact with all classes, but especially with the poor and shiftless. The conditions sometimes brought to light are terrible, and it is a wonder that the children attend as well as their records show.

ABSENT ILLEGALLY, 640

This includes those of compulsory age found to be absent or irregular. In farming communities many boys are found at work in the field that do not register at the beginning of the term, and are taken out again in the spring to aid in the farm work. The compulsory age is so low that the actual amount of labor the child performs is very little, and without doubt many of the younger children are overtaxed and injured, physically, to say nothing of the loss on the intellectual side.

AT WORK ILLEGALLY, 63

Many of these are the boys just referred to. A few are found in factories, but most employers are very particular in regard to the employment of young children. A few boys were found in small stores or places of business where the violation of the law had not been noted by the employer. The boy who longs for the day when he will be fourteen, and old enough to work, is not only detrimental to the school but is rarely very valuable to his employer, and will change from one employment to another, without success in any. On the other hand, the industrious and faithful would be much better equipped if they could spend a year or two more in school.

NUMBER SENT TO SCHOOL, 632

This includes those of school age who have either failed to register or are irregular in attendance. The number that fail to register at the present time is very small in comparison with the number attending, but irregular attendance is very prevalent, and it is necessary to continually warn parents that their children must attend all the time school is in session.

PROSECUTION OF PARENTS, 19

This seems a small number when compared with the number illegally absent. Prosecution is the final resort after other methods of overcoming the difficulty have been tried. Very often the facts warrant a prosecution, but all the circumstances surrounding the case prevent action. In larger places, where there is an organized court regularly held, these cases can be brought with little difficulty and the parties compelled to comply with the law; but in the rural communities, where court is seldom held, and where the expense of the justice court is scrutinized very closely, the officers are not willing to assist in the enforcement of the law. All but one of the prosecutions were successful, and good resulted. The unsuccessful case was a peculiar one, from the fact that the man plead guilty to the charge and stood ready to pay the fine, but the justice threw the case out of court and put the costs on the town for some unknown reason. Politics — the bane of schools in some towns — may have had something to do with the decision.

NUMBER OF TRUANTS, 61

This includes pupils that were repeatedly absent from school without the knowledge of their parents. Truancy can be easily remedied after it is once clearly shown to exist. There is only one penalty, and when the truant understands the penalty there is one course if he continues to be a truant. A court seldom commits a boy to the Connecticut School for Boys unless there is

another charge coupled with truancy, but very few courts will suspend sentence for the second offense. Four boys were committed during the year; several others were brought before the court and sentence suspended for a definite period with good results.

In very few cases can it be said that truancy is entirely the fault of the boy. His environment is cropping out in his behavior.

Two girls were sent to the Connecticut School for Girls, one of fourteen for failure to attend school, and also on account of her surroundings. Good people will scarcely believe that the conditions under which she had lived for fourteen years can exist. She was born in Connecticut and had always lived in the same town, but could not read or write. Her older sisters have cost the community and county where they live more money than would have supported and schooled them during all their younger years. One at the time of the commitment of this sister was serving a time in the county jail, and will probably be a charge upon the public for years to come. The other was a girl of twelve who had never lived in one place long enough to attend school for any length of time, as the family for years have been warned by town officers to move on. She was placed in school, but did not know her letters, and attended very irregularly, and she was also sent to the School for Girls. In a few months this girl could write home to her parents, and they concede that she is much better off where she is. These special cases are noteworthy as there is hardly a town in the state where these very conditions do not exist. It cannot be economy for a town to permit a family to grow up in total ignorance and depravity if the children can be cared for and brought up to useful lives.

VISITS TO SCHOOLS, 702

These visits were made for the purpose of inspecting registers or obtaining information essential to investigation of absence. Visits to schools are beneficial in results, if there is irregularity or truancy.

VISITS TO FACTORIES, 86

Eighty-six visits were made to factories for the purpose of inspection. Very few violations of the law were found and the records required by law generally were well kept. Eight hundred and seventy-nine children between the ages of fourteen and sixteen years were employed at the time of these visits. My observation convinces me that the employment of these children is detrimental. Many have left school just at the time they need the discipline and training which the school gives. They are of very little use to the employer, and go from one factory to another until they have been employed at nearly all the factories that use child labor. The bad habit of irregular attendance follows them

to the factory and cannot be endured by the employer. There are those who need to find employment that are successful, but those who have attended faithfully and derived benefits from the public school are successful in any establishment and can obtain work when they need and seek it. Fifty-four under sixteen who could not read or write English were found to be employed. Many of these could not talk the language, having come directly from foreign countries to the factory, but they had certificates that they were of the required age.

CONCLUSION

Having finished my work as agent of your Board after a service of five years, I feel justified in saying that the work is very important and also very arduous. No matter how faithfully and constantly an agent works, or how conscientious he is, he will realize at the end of each year how little he has done towards aiding each child in his district to obtain the amount of schooling that is due him. The different towns and the school officials should pay more attention to these matters, because it is of vital importance that the youth shall not grow up ignorant. There were towns in the territory that I covered where no attention is paid to the attendance of children, and it is extremely difficult for an agent to be even moderately successful.

In some of these towns the schools were not of a high standard, and because of irregular attendance, many children grew up without much instruction. I can recall one case in a Fairfield county town where a large family had very little schooling during the five years I was agent. Numerous attempts were made to compel compliance with the law, but with no success, because the officials of the town did not care whether they attended or not. This condition is exceptional, for most officers are willing to promote the enforcement of the law. The harm to the children by such inaction of one or two towns is widespread and permanent.

My observation warrants me in thinking that the system of having a superintendent for several small towns would be of great value, as many of the small schools are in need of a head that will plan systematic work and carry out the plan. Doubtless poor attendance makes a poor school; but the converse is true — poor schools make poor attendance. In many of the smaller districts the teacher has no one to whom she can appeal for aid in any direction. During my service I have never felt that the compelling force and actual punishment for violation of law was the most beneficial part of the work. Careful explanation of the situation was often as successful as force. The present reporting system brings the agent in touch with every person not a regular attendant. The area of the district is so great that it is not possible to attend to every case personally, but an attempt is made to reach every such pupil in some way. It is money well invested to pro-

vide the benefits of the common school for every child, and it will always require much systematic and strenuous effort to accomplish this.

If I were to suggest ways that would aid this condition, I would say:

Abolish the district system.

Have all schools under competent supervision.

Pay rural teachers better wages.

Compel transportation in unreasonable distances.

And compel towns to furnish text-books at cost or have them free. These conditions would encourage better attendance and certainly bring about better results.

JOHN M WADHAMS

TABLES

The following tables compiled from returns of compelling officers give details of enforcement of law relating to attendance :

TABLE XXXVIII—ENFORCEMENT OF LAW RELATING TO ATTENDANCE
1901-1902

TOWNS	Number of cases of absence investigated	Number of families visited	Number of notices and letters to parents	RECOGNIZED EXCUSES			Number absent illegally	Number at work illegally	Number sent to school	PROSECUTIONS		Number of truants	Number sent to Conn. School for Boys	Number sent to Industrial School for Girls	Number sent to Temporary Homes	Number of visits to schools
				Number of cases of disability	Number cases of lack of clothing	Number at work legally				Parents	Employers					
HARTFORD CO.																
Hartford	1	1					214	1	1	1						11
Avon	19	11	49	1			2	22	22							57
Berlin	77	56	116	3	2		4	58	3	51	1		1			7
Bloomfield	15	12	52				4	11								2
Bristol																1
Burlington	3	4	16	1				1		1						1
Canton			17													1
East Hartford	83	52	37	7			75	1	72	2		2				59
East Windsor	62	41		5	1		53	2	57							
Enfield	37	17		9			27		26							
Farmington	62	42	8	10			1	50	47							35
Glastonbury	32	19		2			20	1	29							
Granby	23	10	11				14									12
Hartland	1	1	17													
Manchester	2	1		2					2							
Marlborough	2	2					2		2							
Newington	7	5					1	6	6							
Plainville	15	14					15		15							11
Rocky Hill	9	4	17	1			2	3	3	1						4
Simsbury	17	16		2			2	12	13							
Southington	24	18					18	1	19	1						
South Windsor	65	47		14	1	3	46		46	2						
Suffield	36	25			1	1	32		33	2						
West Hartford	3	2					3		3							
Wethersfield	1	1					1		1							
Windsor	18	14		4	2		11	3	14							
Windsor Locks	12	8		1			1		11							
Total, 27 towns	626	423	335	62	7	235	499	35	466	0		3				200
NEW HAVEN CO.																
New Haven	103	70	24	19	2	11	58	2	58	1		8	3	2		25
Ansonia	43	29	11	13	2	7	23		23					1		11
Beacon Falls			39													
Bethany	12	4	27	1	1		10		10							5
Branford	15	13	112	3	1		10	2	10							16
Cheshire	19	11	92	3			6	8	2	10						18
Derby	2								2							2
East Haven	12	6	6	1			11		11							3
Guilford	23	12	61	2			8	12	2	14		1	1			18
Hamden	64		144	26			2	33	2	33		2				12
Madison	22	12	45	1			4	11	2	12						13
Meriden	3	1	1					3		3						1
Middlebury			2													
Millford	16	10	2	3			2	10		10	1					4
Naugatuck	37	20	12	7			2	25		25	2	2			4	5
North Branford	4	3	37					4		4						8
North Haven	36	10	59	7	1		7	15	3	18						11
Orange	15	5	103	2			1	12		12		2				2
Oxford	5	3	74				5		5	2						3
Prospect	24	2					16		16							10
Seymour	4	3	16					3	3	3						2
Southbury	6	5	7	2	2		7		6							4
Wallingford	8	7	74	2			3	3	3							13
Waterbury	11	11	2	1			1	34		34	1					23
Wolcott	6	6	6	1			1	2		2						3
Woodbridge	2	2	29					2		2						9
Total, 26 towns	492	251	985	94	9	55	319	15	326	7		15	4	3	4	221

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TABLE XXXVIII—ENFORCEMENT OF LAW RELATING TO ATTENDANCE
1901-1902—Continued

TOWNS	Number of cases of absence investigated	Number of families visited	Number of letters and notices to parents	RECOGNIZED EXCUSES			Number absent illegally	Number at work illegally	Number sent to school	PROSECUTIONS		Number of truants	Number sent to Conn. School for Boys	Number sent to Industrial School for Girls	Number sent to Temporary Homes	Number of visits to schools
				Number of cases of disability	Number cases of lack of clothing	Number at work legally				Parents	Employers					
NEW LONDON CO.																
New London.....	94	70	....	12	1	8	54	7	51	....	....	....	....	....	....	66
Norwich.....	32	21	171	3	1	2	22	3	21	1	....	....	....	....	....	19
Bozrah.....	19	12	....	....	....	....	19	....	19	....	....	1	....	....	....	....
Colchester.....	14	11	....	....	....	....	14	....	14	....	....	1	....	....	....	....
East Lyme.....	12	10	8	....	1	....	11	....	11	....	....	....	....	....	....	4
Franklin.....	1	1	10	....	....	....	1	....	1	....	....	....	....	....	....	4
Griswold.....	3	1	56	....	....	....	3	....	3	....	....	....	....	....	....	11
Groton.....	62	41	220	8	2	1	37	2	35	4	....	....	....	....	....	24
Lebanon.....	13	6	....	2	....	....	11	....	11	....	....	....	....	....	....	....
Ledyard.....	16	11	30	....	....	....	10	2	10	....	....	....	....	....	....	16
Lisbon.....	1	1	23	....	....	....	1	....	1	....	....	....	....	....	....	3
Lyme.....	3	2	36	1	....	....	2	....	2	....	....	....	....	....	....	6
Montville.....	4	4	117	....	....	....	4	3	4	....	....	....	....	....	....	6
North Stonington.....	2	2	19	....	....	....	2	....	1	....	....	....	....	....	....	4
Old Lyme.....	....	....	42	....	....	....	....	....	....	....	....	....	....	....	....	1
Preston.....	11	5	39	....	....	....	....	....	....	....	....	....	....	....	....	5
Salem.....	8	6	....	....	....	....	6	....	6	....	....	....	....	....	....	....
Sprague.....	69	51	114	3	....	....	26	2	26	....	2	....	....	....	....	29
Stonington.....	21	13	236	2	....	3	15	....	15	....	....	....	....	....	....	17
Voluntown.....	6	5	39	2	....	....	4	1	4	....	....	....	....	....	....	4
Waterford.....	40	28	128	2	5	3	23	3	23	....	....	....	....	....	....	21
Total, 21 towns..	431	303	1288	35	10	17	265	23	257	6	....	4	....	....	....	240
FAIRFIELD CO.																
Bridgeport.....	27	22	....	....	2	4	19	....	19	....	....	....	....	....	....	5
Danbury.....	41	30	26	6	2	1	41	3	40	4	....	6	....	....	2	38
Bethel.....	14	5	14	....	....	....	14	....	14	2	....	....	....	....	....	7
Brookfield.....	17	5	9	3	....	....	14	6	14	....	....	....	....	....	....	7
Darien.....	19	5	59	....	....	....	0	....	9	....	....	....	....	....	....	6
Easton.....	16	13	14	....	1	2	17	1	17	....	....	....	....	....	....	18
Fairfield.....	112	43	150	14	....	....	75	....	75	....	....	....	....	....	....	9
Greenwich.....	136	97	259	20	3	6	101	2	101	....	10	2	....	....	....	19
Huntington.....	43	25	83	7	....	5	23	....	21	....	2	....	....	....	....	8
Monroe.....	15	5	18	2	2	....	11	4	13	1	....	....	....	....	....	4
New Canaan.....	2	....	98	....	....	....	....	....	....	....	....	....	....	....	....	....
New Fairfield.....	3	2	12	....	2	....	3	1	13	....	....	1	1	....	....	6
Newtown.....	25	15	34	1	....	2	21	1	15	....	....	....	....	....	....	12
Norwalk.....	113	77	25	37	4	8	60	1	60	....	4	....	....	....	....	15
Redding.....	9	5	4	3	....	1	9	2	9	....	....	....	....	....	....	3
Ridgefield.....	13	13	17	....	....	....	15	....	15	2	....	4	....	....	....	10
Sherman.....	4	4	11	3	....	....	4	....	4	....	1	....	....	....	....	4
Stamford.....	2	2	1	....	....	....	1	....	1	....	....	....	....	....	....	1
Stratford.....	52	34	21	12	....	3	35	....	33	....	....	....	....	....	....	5
Trumbull.....	34	15	18	2	....	2	30	9	30	2	....	....	....	....	....	17
Weston.....	8	7	6	....	....	....	10	2	9	....	....	....	....	....	....	7
Westport.....	16	11	107	4	....	....	12	....	12	....	....	....	....	....	....	2
Wilton.....	40	30	47	2	....	10	28	7	28	....	....	....	....	....	....	17
Total, 23 towns..	761	465	1033	116	16	44	550	39	552	11	....	27	3	1	2	229

TABLE XXXVIII — ENFORCEMENT OF LAW RELATING TO ATTENDANCE
1901-1902 — *Continued*

TOWNS	Number of cases of absence investigated	Number of families visited	Number of letters and notices to parents	RECOGNIZED EXCUSES				Number absent illegally	Number at work illegally	Number sent to school	PROSECUTIONS		Number of truants	Number sent to Conn. School for Boys	Number sent to Industrial School for Girls	Numbers sent to Temporary Homes	Number of visits to schools
				Number of cases of disability	Number cases of lack of clothing	Number at work legally	Parents				Employers						
WINDHAM CO.																	
Brooklyn	10	8	60	3				6		6							9
Ashford	9	3	13	3				6		6							4
Canterbury	6	5	33	1				3		3							8
Chaplin	5	3	13					5		5							3
Eastford	11	5	15	1		1		5		5							4
Hampton	3	2	19					2		2							4
Killingly	8	7	106					6	1	6							17
Plainfield	14	9	168	2				9	3	9							17
Pomfret	7	3	4					6	2	6							10
Putnam	90	61	83	3				66		66							12
Scotland	2	2	6					2		2							6
Sterling	8	5	48					8	2	8							8
Thompson	2	1	172					3		3							5
Windham	15	4	6			1		11	2	11	1			1			3
Woodstock	9	6	50	2				4		4	1						10
Total, 15 towns..	100	124	931	15			2	142	10	141	2			2			120
LITCHFIELD CO.																	
Litchfield	22	21	39	2		2		19	1	19			2				24
Barkhamsted	5	4	14					3	1	3							1
Bethlehem	3	1	10	1		1		2		2							2
Bridgewater			19					4		4							
Canaan	15	10	9					12		12							10
Colebrook	4	4	14	2				3		3			1				2
Cornwall	11	11	14	1				11	3	10							7
Goshen	3	3	3					3		3							8
Harwinton	12	9	11	4				9		9							9
Kent	35	21	17			3		29	7	28	1		1	1			18
Morris	4	4	15	1				5		5							5
New Hartford	36	36	31	7	4	1		31	2	35			11				25
New Milford	24	20	42	2	4	1		24	1	24			3				25
Norfolk	8	8	4	3	1			11		11							9
North Canaan	11	10	21	1				10		10				1	1		19
Plymouth	10	10	27					13		12							9
Roxbury	5	5	27					5		5							4
Salisbury	20	20	62	2	2			18		18	1		3	1			33
Sharon	19	19	53	3				17	3	17							13
Thomaston	9	7	22	1		1		10		10	1		1				20
Torrington	79	74	68	8	4	1		70	5	70	1		13			2	184
Warren	7	2	7					6		5	2						5
Washington	3	3	25					3		3			2				1
Watertown	25	25	34	1				25		25			6				34
Winchester	42	35	43	3	3	1		34	4	31	1		4				43
Woodbury	3		15					3		3							1
Total, 26 towns..	415	362	646	42	18	11		380	27	379	7		50	3	1	2	530

REPORT OF THE SECRETARY

TABLE XXXVIII—ENFORCEMENT OF LAW RELATING TO ATTENDANCE
1901-1902—Continued

TOWNS	Number of cases of absence investigated		Number of families visited		Number of letters and notices to parents		RECOGNIZED EXCUSERS		Number absent illegally	Number at work illegally	Number sent to school	PROSECUTIONS		Number of truants	Number sent to Conn. School for Boys	Number sent to Industrial School for Girls	Number sent to Temporary Homes	Number of visits to schools
					Number of cases of disability	Number cases of lack of clothing	Number at work legally	Parents				Employers						
MIDDLESEX CO.																		
Middletown.....	64	40	89	14	4	125	42	41	2	1	1	11						
Haddam.....	22	11	1	20	1	21	8	5	3	1	1	11						
Chatham.....	10	7	2	7	1	8	5	4	2	4	6	3						
Chester.....	7	4	1	5	1	5	4	4	2	4	6	3						
Clinton.....	6	4	2	4	2	4	4	4	2	4	6	3						
Cromwell.....	6	4	2	4	2	4	4	4	2	4	6	3						
Durham.....	6	4	2	4	2	4	4	4	2	4	6	3						
East Haddam.....	36	18	3	29	1	29	29	29	29	29	29	29						
Essex.....	9	6	2	7	7	7	7	7	7	7	7	7						
Killingworth.....	11	9	1	1	7	2	9	17	17	17	17	17						
Middlefield.....	25	16	5	2	4	17	17	17	17	17	17	17						
Old Saybrook.....	38	38	38	38	38	38	38	38	38	38	38	38						
Portland.....	38	38	38	38	38	38	38	38	38	38	38	38						
Saybrook.....	38	38	38	38	38	38	38	38	38	38	38	38						
Westbrook.....	38	38	38	38	38	38	38	38	38	38	38	38						
Total, 15 towns...	196	119	127	30	7	131	142	6	147	2	1	19						
TOLLAND CO.																		
Tolland.....	1	1	64	1	1	1	1	1	1	1	1	5						
Andover.....	17	5	29	12	1	12	12	12	12	12	12	4						
Bolton.....	10	5	32	4	5	4	6	6	6	6	6	4						
Columbia.....	4	3	61	4	4	4	4	4	4	4	4	3						
Coventry.....	6	6	53	2	4	4	4	4	4	4	4	3						
Ellington.....	11	6	52	1	3	7	7	7	7	7	7	11						
Hebron.....	14	13	79	1	1	11	3	11	3	11	3	11						
Mansfield.....	5	1	93	1	4	4	4	4	4	4	4	3						
Somers.....	1	1	12	58	10	2	9	9	9	9	9	3						
Stafford.....	16	9	39	10	2	9	9	9	9	9	9	6						
Union.....	16	9	39	10	2	9	9	9	9	9	9	6						
Vernon.....	16	9	39	10	2	9	9	9	9	9	9	6						
Willington.....	16	9	39	10	2	9	9	9	9	9	9	6						
Total, 13 towns...	85	51	581	3	7	1	58	6	58	58	58	58						

SUMMARY BY COUNTIES

COUNTIES	Number of towns	Number of cases of absence investigated	Number of families visited	Number of letters and notices to parents	RECOGNIZED EXCUSES			Number absent illegally	Number at work illegally	Number sent to school	PROSECUTIONS		Number of truants	Number sent to Conn. School for Boys	Number sent to Industrial School for Girls	Number sent to Temporary Homes	Number of visits to schools
					Number of cases of disability	Number cases of lack of clothing	Number at work legally				Parents	Employers					
Hartford.....	27	626	423	335	62	7	235	499	35	466	9....		3....				200
New Haven....	26	492	254	985	94	9	55	319	15	326	7....		15	4	3	4	221
New London...	21	431	303	1288	35	10	17	265	23	257	6....		4....				240
Fairfield.....	23	701	465	1033	116	16	41	550	39	552	11....		27	3	1	2	229
Windham.....	15	199	124	931	15	...	2	142	10	141	2....		2....		2		120
Litchfield....	26	415	362	646	42	18	11	380	27	379	7....		50	3	1	2	520
Middlesex....	15	106	119	127	30	7	131	142	6	147	2....		1				19
Tolland.....	13	85	51	581	3	7	1	58	6	58	....						52
Total.....	166	3205	2101	5926	397	74	496	3355	161	3326	44....		100	13	5	8	1601

LABOR

The number of children over fourteen and under sixteen years of age in manufacturing and mercantile establishments was 5660. Practically no children under fourteen years of age are to be found regularly employed in factories. Occasionally parental lying about age succeeds, and a child under fourteen is employed, but such cases are rare.

Of those employed 329 could not read and write in the English language. A large number unable to read in the English language could read and write in their own language.

The employment of children out of school hours in occupations other than those enumerated in the law is considerable. An investigation will be made during the coming year to ascertain the number and occupations of children employed out of school hours.

The evils of child labor are too numerous to be here enumerated. It is cause for congratulation that in our state practically no child labor is found in factories and stores. The investigation will disclose the extent of employment out of school hours, Saturdays and during vacations.

For those who attend school regularly and spend the remainder of their waking hours in work it must be said that their serious faces are often a sign of the sober souls within. All too early they learn the stern nature of life's duties. They have not the lightheartedness of children who have time for play. As a matter of course they carry

their share of the daily family toil and before they arrive at the years when they can do their best they are tired of toil. Abundant is the testimony that children employed too early and coming too soon to the realization of life's cares recruit the ranks of tramps and idlers because the years which should have been given to cheerful living are bowed down with toil.

In large towns the evil of child labor is striking, even for those over fourteen. These towns are great industrial communities. All the results of industrialism are apparent—overcrowding, drunkenness, and extremes of poverty and wealth. The simplicity of country life and earlier city life has vanished, and in its place we have the rush of work, unnatural appetites, and wide distinction between rich and poor. To this great industrial activity the children are sacrificed. Families also are often large and wages very small, and upon the children's faces is the blight of neglect and repression. Sometimes the school is the only really bright experience in dull, hardworking lives.

From the tables in the annual reports the following table is compiled :

TABLE XXXIX—SUMMARY FOR TEN YEARS—LABOR

YEARS	ESTABLISHMENTS		CHILDREN UNDER 14 YEARS OF AGE			CHILDREN 14-16 YEARS OF AGE	
	Visited	Inspected	Employed	Discharged	Prosecutions for employing	Employed	Cannot read or write
1892.....	601	550	44	88	..	5,483	188
1893.....	572	531	67	72	6	4,608	129
1894.....	435	369	11	14	3	2,620	205
1895.....	493	418	57	79	8	2,968	360
1896.....	459	430	114	114	7	2,716	102
1897.....	673	398	70	70	11	3,303	386
1898.....	567	581	26	26	1	3,212	87
1899.....	581	515	109	109	1	3,538	303
1900.....	626	542	75	75	14	3,358	322
1901.....	637	522	36	36	6	4,162	140
1902.....	651	548	24	24	4	5,660	329

The following table shows in detail the work of the agents under the labor law:

TABLE XL — ENFORCEMENT OF CHILD LABOR LAW 1901-1902

TOWNS	ESTABLISHMENTS		CHILDREN UNDER 14 YEARS OF AGE			CERTIFICATES OF AGE			CHILDREN 14 TO 16 YRS. OF AGE		Have local authorities acted	School accommodations	Reading-room	Evening school
	Visited	Inspected	No. keeping record book	Number employed	Prosecutions for employing	Town Clerk	Teacher	Parent	Number employed	Cannot read and write				
HARTFORD CO.														
Hartford	29	21	9			68	112	24	214		no	yes	no	yes
Berlin	6	3				16			16		no	yes	no	no
East Windsor	2	2	2			39	8		47			yes		
Enfield	5	3	1			35	27	12	76	7		yes		
Glastonbury	4	4	4			6	19	5	30	1		yes		
New Britain	14	14	11			126	149	23	298	8		yes		yes
Rocky Hill	1											yes		
Simsbury	2	2	1			4	10		14			yes		
Southington	2	4	5			21	6		27	2		yes		
Windsor	3	1	1			1	10		11			yes		
Windsor Locks	7	5	3	1		26	11		46	9		yes		
Total, 11 towns	81	59	37	1		342	352	64	779	27				
NEW HAVEN CO.														
New Haven	55	51	33			249	381	36	666	3	no	yes	no	yes
Ansonia	18	16	10			52	42	6	100		no	yes	no	yes
Beacon Falls	1	1	1			3	5		8		no	yes	no	no
Branford	2	1	1			10	5		15		no	yes	no	no
Cheshire	1	1						1	1		no	yes	no	no
Derby	7	4	2			21	16	1	38	2	no	yes	no	no
Guilford	1	1												
Hamden	4	4	1			6	8	1	15		no	yes	no	no
Meriden	20	15	9			44	58	12	114	1	yes	yes	no	yes
Milford	4	2				4	4		8		no	yes	no	no
Naugatuck	8	8	7			37	55		92		no	yes	no	yes
North Haven	1	1				2		5	7					
Orange	4	3	2	1		5	10		15		no	yes	no	no
Seymour	5	4	3			6	21	1	28		no	yes	no	no
Wallingford	9	5	3	4		14	33	22	69		no	yes	no	no
Waterbury	32	26				86	403		495	6	no	yes	yes	yes
Total, 16 towns	172	143	72	5		539	1041	85	1671	12				
N. LONDON CO.														
New London	8	8	4			33	39	8	80		no			
Norwich	25	23	10	4		61	161	73	295	49	no			
Bozrah	1	1	1			2	6		8					
Colchester	1	1					3		3					
Griswold	8	8	2			7	40	14	61	10	no			
Lebanon	1	1						2	2					
Ledyard	1	1												
Montville	13	8	2	2	2	14	10	15	39	7	no			
Preston	2	2	1			5	1		6					
Sprague	7	7	4	2		22	27	15	74	7				
Stonington	5	5	2			94	29	48	171	16	no			
Voluntown	3	3	1				9		14	3				
Total, 12 towns	75	68	27	8	2	242	325	176	753	92				

NOTE. — All who are reported as without certificates of age obtained one once and submitted it to agent for approval. Most of those given as unable to read and write could do so in their native language.

TABLE XL—ENFORCEMENT OF CHILD LABOR LAW 1901-1902—*Continued*

TOWNS	ESTABLISHMENTS		CHILDREN UNDER 14 YEARS OF AGE			CERTIFICATES OF AGE			CHILDREN 14 TO 16 YRS. OF AGE		Have local authorities acted	School accommodations	Reading-room	Evening school
	Visited	Inspected	No. keeping record book	Number employed	Prosecutions for employing	Town Clerk	Teacher	Parent	Number employed	Cannot read and write				
FAIRFIELD CO.														
Bridgeport	56	48	27	4	.....	209	332	30	571	8	no	yes	no	yes
Danbury	21	15	.....	.....	.....	42	8	.....	52	.....	no	yes	yes	no
Bethel	8	8	.....	.....	.....	4	2	.....	6	.....	no	yes	no	no
Fairfield	1	1	.....	.....	.....	.....	.....	2	2	2	no	yes	no	no
Greenwich	4	4	2	3	.....	7	19	3	29	1	no	yes	no	no
Huntington	16	11	5	.....	.....	32	32	10	74	1	no	yes	no	no
Newtown	1	1	.....	.....	.....	.....	.....	.....	.....	.....	no	yes	no	no
Norwalk	12	7	4	.....	.....	53	77	.....	130	.....	no	yes	yes	yes
Stamford	1	1	1	.....	.....	20	11	.....	31	.....	no	yes	no	yes
Westport	2	2	.....	.....	.....	2	.....	.....	2	.....	no	yes	no	yes
Total, 10 towns	122	98	39	4	.....	369	481	45	897	12	.....	.....	.....	.....
WINDHAM CO.														
Brooklyn	2	2	2	.....	.....	7	27	16	50	14	.....	.....	.....	.....
Canterbury	1	1	.....	.....	2	.....	.....	1	1	.....	.....	.....	.....	.....
Killingly	24	18	9	.....	.....	14	37	28	79	10	no	.....	.....	.....
Plainfield	11	10	6	.....	.....	21	72	19	112	27	.....	.....	.....	.....
Putnam	18	18	13	.....	.....	90	21	14	134	15	no	.....	.....	.....
Sterling	2	2	.....	.....	.....	2	1	.....	3	.....	no	.....	.....	.....
Thompson	7	7	3	.....	.....	11	66	47	124	36	no	.....	.....	.....
Windham	20	19	15	.....	1	93	116	28	237	25	.....	.....	.....	.....
Total, 8 towns	85	77	48	.....	3	247	340	153	740	127	.....	.....	.....	.....
LITCHFIELD CO.														
New Hartford	3	3	.....	.....	.....	46	42	.....	88	37	no	yes	no	no
Norfolk	1	1	.....	.....	.....	.....	.....	.....	.....	.....	no	yes	no	no
Plymouth	1	1	.....	.....	.....	16	14	2	32	5	no	yes	no	no
Thomaston	1	1	.....	.....	.....	9	4	3	16	.....	no	yes	no	no
Torrington	7	7	.....	.....	.....	36	76	.....	118	3	no	yes	yes	no
Watertown	3	3	.....	.....	.....	10	18	.....	28	3	no	yes	no	no
Winchester	6	5	.....	.....	.....	27	7	.....	34	.....	no	yes	yes	no
Woodbury	2	2	.....	.....	.....	8	2	.....	10	.....	no	yes	no	no
Total, 8 towns	24	23	.....	.....	.....	152	163	5	326	48	.....	.....	.....	.....
MIDDLESEX CO.														
Middletown	16	15	8	.....	.....	42	69	14	125	.....	no	yes	no	no
Haddam	2	1	1	.....	.....	2	4	.....	6	1	.....	.....	.....	.....
Chatham	7	3	2	.....	.....	5	5	3	13	.....	.....	.....	.....	.....
Cromwell	1	1	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....
East Haddam	5	5	4	.....	.....	2	5	1	8	.....	.....	.....	.....	.....
Essex	2	1	1	.....	.....	10	14	1	25	.....	.....	.....	.....	.....
Middlefield	3	2	1	.....	.....	6	1	.....	7	.....	.....	.....	.....	.....
Portland	2	2	2	.....	.....	1	2	.....	3	.....	.....	.....	.....	.....
Saybrook	2	2	2	.....	.....	8	2	.....	10	.....	.....	.....	.....	.....
Total, 9 towns	40	32	21	.....	.....	76	103	19	198	1	.....	.....	.....	.....

OTE.— All who are reported as without certificate of age obtained them immediately and submit them. Most of those given as unable to read and write could do so in their native language.

PROSECUTIONS

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TABLE XL—ENFORCEMENT OF CHILD LABOR LAW 1901-1902—Continued

TOWNS	ESTABLISHMENTS		CHILDREN UNDER 14 YEARS OF AGE			CERTIFICATES OF AGE			CHILDREN 14 TO 16 YRS. OF AGE		Have local authorities acted	School accommodations	Reading-room	Evening school
	Visited	Inspected	No. keeping record book	Number employed	Prosecutions for employing	Town Clerk	Teacher	Parent	Number employed	Cannot read or write				
TOLLAND CO.														
Columbia.....	1	1												
Coventry.....	5	5												
Hebron.....	1	1	1	1		1	2		3					
Mansfield.....	4	4				8	2	12	22	1	no			
Somers.....	1	1						15	15	1	no			
Stafford.....	13	13	3	2	2	14	22	20	57	4	no			
Vernon.....	25	21	14	1		64	105	36	205	4	no			
Wilmington.....	2	2						4	4					
Total, 8 towns..	52	48	19	4	2	87	131	87	306	10				

SUMMARY BY COUNTIES

COUNTY	Number of towns	ESTABLISHMENTS		CHILDREN UNDER 14 YEARS OF AGE			CERTIFICATES OF AGE			CHILDREN 14 TO 16 YRS. OF AGE		Have local authorities acted	School accommodations	Reading-room	Evening school
		Visited	Inspected	No. keeping record book	No. employed	Prosecutions for employing	Town Clerk	Teacher	Parent	No. employed	Cannot read or write				
Hartford.....	11	81	59	37	1		342	352	64	779	27				
New Haven.....	16	172	143	78	5		539	1041	85	1671	12				
New London.....	12	75	68	27	8	2	242	325	176	753	92				
Fairfield.....	10	122	98	39	4		369	481	45	897	12				
Windham.....	8	85	77	48	3		247	340	153	740	127				
Litchfield.....	8	24	23				152	163	5	326	48				
Middlesex.....	9	40	32	21			76	103	10	198	1				
Tolland.....	8	52	48	19	4	2	87	131	87	306	10				
The State.....	82	651	548	263	25	4	2054	2936	634	5670	329				

PROSECUTIONS

The following table gives the cause and result of prosecutions in the year 1901-1902:

TABLE XLI — PROSECUTIONS DURING

Town	Child	Age	Nation- ality.	Person Prosec- uted	Offense	Circumstances of Family
Ansonia.....	girl boy	13 11	Colored Irish	child parent	Truancy Neglect to send child to school	Comfortable Poor; father intemperate
Bethel.....	"	20	American	guardian	Neglect to send child to school	Well-to-do
"	"	12	"	parent	Neglect to send child to school	"
Berlin.....	girl	13	Polish	"	Neglect to send child to school	Comfortable
Danbury.....	boy	14	German	child	Truancy	Poor
"	girl	12	American	"	Child neglected	"
"	boy	20	"	"	"	"
"	girl	11	"	"	Truancy	Comfortable
"	girl	13	"	parent	Neglect to send child to school	"
"	boy	13	Irish	"	Neglect to send child to school	"
"	"	12	American	"	Neglect to send child to school	"
"	"	13	"	"	Neglect to send child to school	"
East Hartford	girl	13	"	.....	Neglect to send child to school	"
"	boy	11	German	parent	Neglect to send child to school	"
"	"	12	Irish	child	Truancy	"
"	"	12	American	"	"	"
"	"	12	German	parent	Neglect to send child to school	Poor
Greenwich.....	"	10	Polish	child	Truancy	Comfortable
Groton.....	"	13	Irish	"	"	"
"	"	11	American	parent	Neglect to send child to school	"
"	"	11	"	"	Neglect to send child to school	Poor
"	"	9	"	"	Neglect to send child to school	"
"	"	12	Colored	guardian	Neglect to send child to school	Well-to-do
Guilford.....	"	13	Irish	child	Truancy	Comfortable
Huntington....	girl	8	German	parent	Neglect to send child to school	"
Kent.....	boy	12	Irish	child	Truancy	"
"	"	12	American	parent	Neglect to send child to school	"
Middletown...	"	10	Boheminn	"	Neglect to send child to school	Poor; father intemperate
"	"	12	American	"	Neglect to send child to school	Comfortable
"	"	11	Irish	child	Truancy	Comfortable; [temperate
Milford.....	girl	11	American	parent	Neglect to send child to school	Comfortable; father in-
Monroe.....	boy	12	German	"	Neglect to send child to school	"
Montville.....	"	13	Fr. Cana- dian	employer	Employment of children without certificate	Poor
"	"	13	Fr. Cana- dian	"	Employment of children without certificate	"
"	"	14	Fr. Cana- dian	"	Employment of children without certificate	"
"	"	14	Fr. Cana- dian	"	Employment of children without certificate	"
"	"	14	Fr. Cana- dian	"	Employment of children without certificate	"
New Canaan...	"	13	French	child	Truancy	Comfortable
"	girl	12	American	"	Neglected	Poor

PROSECUTIONS

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THE YEAR ENDING AUGUST 31, 1902

Days in School in 12 months	Court	Results	Town
.....	Probate Court	Sent to Industrial School for Girls	Ansonia
.....	City Court	Fine \$5.00, and costs, \$11.00	
.....	Justice of Peace	" \$1.00 " \$6.80. Paid	Bethel
.....	" "	" \$1.00 " \$6.80. Paid	
.....	" "	" \$1.00 " \$13.05. Paid	Berlin
.....	" "	Case continued; boy sent to work	
.....	City Court	Sent to County Home	Danbury
.....	" "	Case continued	
.....	" "	"	
.....	" "	Fine \$5.00; costs \$7.55	
.....	" "	Case continued	
.....	" "	Fine \$5.00; costs \$8.00	
.....	Town Court	Fine \$2.00; costs \$9.81. Paid	East Hartford
.....	" "	Fine \$2.00; costs \$10.21. Paid	
.....	" "	Case continued	
.....	" "	" child sent to school	
.....	" "	Sent to Connecticut School for Boys	Greenwich
.....	Justice of Peace	Fine and costs \$6.00. Paid	Groton
.....	" "	Fine and costs, \$6.91. Paid	
.....	" "	Fine and costs \$6.91. Paid	
.....	" "	Fine and costs \$6.46. Paid	
.....	Town Court	Sent to Connecticut School for Boys	Guilford
.....	" "	Fine and costs \$3.00	Huntington
.....	Justice of Peace	Sent to Connecticut School for Boys	Kent
.....	" "	Fine \$2.00; costs \$8.09. Paid	
.....	City Court	Case continued	Middletown
.....	" "	"	
.....	" "	Sent to Connecticut School for Boys	Milford
.....	Town Court	Fine \$3.00; costs \$12.00; sent to jail	
.....	Justice of Peace	Fine \$1.00; costs \$8.92. Paid	Monroe
.....	" "	Fine and costs \$34.23. Paid	Montville
.....	" "	Fine and costs \$34.23. Paid	
.....	" "	Complaint nolle, defendant paying costs \$13.23	
.....	" "	Complaint nolle, defendant paying costs \$13.23	
.....	" "	Complaint nolle, defendant paying costs \$13.23	
.....	" "	Sent to Connecticut School for Boys	New Canaan
.....	" "	Sent to Industrial School for Girls	

TABLE XLI — PROSECUTIONS DURING

Town	Child	Age	Nation- ality	Person Prosec- uted	Offense	Circumstances of family
New Fairfield..	boy	12	American	child	Neglect by parent	Poor
	girl	14	"	"	"	"
New Haven ...	"	12	Irish	"	Truancy	Poor and improvident
	boy	13	Italian	"	"	Comfortable
	"	13	Irish	parent	Neglect to send child to school	Father intemperate
	"	13	"	child	Truancy	" "
	girl	12	Polish	"	"	Poor and negligent
	boy	10	Irish	"	"	Comfortable
Naugatuck	"	12	"	parent	Neglect to send child to school	Very poor; father shiftless
	girl	8	"	child	Neglect by parent	Poor; father shiftless
	boy	6	"	"	"	Poor; father shiftless
	"	4	"	"	"	Poor; father shiftless
	girl	4	"	"	"	Poor; father shiftless
No. Stonington	"	13	American	parent	Neglect to send child to school	Comfortable
Norwich.....	boy	13	Scotch	"	Neglect to send child to school	"
Oxford	"	12	American	"	Neglect to send child to school	"
	"	13	"	"	Neglect to send child to school	"
Rocky Hill....	"	13	Irish	guardian	Neglect to send child to school	"
South Windsor	girl	14	American	parent	Neglect to send child to school	Poor
	boy	12	"	"	Neglect to send child to school	Comfortable
Southington ...	girl	12	Polish	"	Neglect to send child to school	Fair
Stafford.....	"	13	American	employer	Employment of child with cer- tificate	Comfortable
	"	13	"	"	Employment of child with cer- tificate	"
Suffield	"	13	"	guardian	Neglect to send child to school	Fair
	"	13	Irish-Am.	"	Neglect to send child to school	"
Thomaston	boy	8	Irish	parent	Neglect to send child to school	Poor
Torrington	"	12	Russian	child	Truancy	Comfortable
	"	10	Colored	"	Truancy and in- corrigibility (lect.	Poor
	"	11	American	"	Truancy and neg-	"
	"	13	German	parent	Neglect to send child to school	Comfortable
Trumbull.....	girl	13	"	"	Neglect to send child to school	Poor
	boy	9	American	"	Neglect to send child to school	Comfortable
Warren.....	girl	12	"	"	Neglect to send child to school	"
	boy	8	"	"	Neglect to send child to school	Poor
Waterbury	girl	13	Italian	"	Neglect to send child to school	Comfortable
Winchester....	boy	11	American	"	Neglect to send child to school	Poor
Windham	"	11	"	child	Truancy	Comfortable
Woodstock	"	13	"	"	Incorrigible; ex- pelled from sch.	Poor; intemperate

THE YEAR ENDING AUGUST 31, 1902 — *Continued*

Days in School in 12 months	Court	Results	Town
....	Justice of Peace	Sent to Connecticut School for Boys	New Fairfield
....	"	Sent to Industrial School	"
....	City Court	"	New Haven
....	"	Sent to Connecticut School for Boys	"
....	"	Case continued	"
....	"	Sent to Connecticut School for Boys	"
....	"	Industrial School	"
....	"	Connecticut School for Boys	"
....	Town Court	Fine \$15.00 and costs; sent to jail	Naugatuck
....	"	Sent to Temporary Home	"
....	"	"	"
....	"	"	"
....	Justice of Peace	Acquitted	No. Stonington
....	Police Court	Fine and costs \$12.17. Settled	Norwich
....	Justice of Peace	Fine \$2.00; costs \$13.00. Settled	Oxford
....	"	Acquitted; no proof of age	"
....	"	" error in registry of birth	Rocky Hill
....	"	Acquitted	So. Windsor
....	"	Fine \$1.00; costs remitted	"
....	"	Fine \$3.00; costs \$7.65. Settled	Southington
....	Borough Court	Fine and costs \$26.38. Settled	Stafford
....	"	Fine and costs \$26.38. Settled	"
....	Justice of Peace	Fine \$1.00; costs \$7.28. Settled	Suffield
....	"	Fine \$1.00; costs \$10.20. Settled	"
....	"	Fine \$1.00; costs \$8.48. Settled	Thomaston
....	Town Court	Sent to County Home	Torrington
....	"	Judgment suspended	"
....	"	Sent to County Home	"
....	"	Fine \$1.00; costs \$7.79. Settled	"
....	Justice of Peace	Fine \$2.00; costs \$7.07. Settled	Trumbull
....	"	Fine \$1.00; costs \$9.09. Settled	"
....	"	Dismissed on promise to get Dr.'s certificate	Warren
....	"	Fine \$1.00; costs \$4.34	"
....	City Court	Fine and costs \$7.00.	Waterbury
....	Town Court	Case continued	Winchester
....	City Court	Sent Connecticut School for Boys	Windham
....	Justice of Peace	"	Woodstock

SUMMARY OF TABLE

CAUSE OF PROSECUTION	Parent or Guardian	Child	Employer
Failure to cause child to attend.....	41		
Illegal employment.....			7
Neglected.....	9		
Truancy and incorrigibility.....		21	
Total.....	50	21	7
			78

The following gives number of prosecutions in each of years since 1897.

	Failure to cause child to attend	Truancy	Neglected	Illegal employ- ment	Incor- rigible	False cer- tificates
1897-8	31	17	15	1	..	..
1898-9	57	12	1	1	..	3
1899-1900	97	27	13	2	1	..
1900-1901	75	30	17	7	..	..
1901-1902	41	21	9	7	..	..

TEACHERS

Summary of Statistics, 1901-1902

Number of teachers in winter — male, 360; female, 3,956;	
total	4,316
Increase — male, 4; female, 84; total increase	92
Number of teachers in summer — male, 344; female, 3,976;	
total	4,320
Increase — male, 1; female, 67; total increase	68
Number of teachers continued in same school	4,073
Increase for the year	100
Number of teachers who never taught before	363
Average wages per month for male teachers	\$99.29
Increase for the year	\$3.17
Average wages per month for female teachers	\$44.51
Decrease for the year	\$60.81
Number of teachers whose wages was \$20 or less per month	
— male, 8; female, 71; total	79
Number of teachers whose wages was from \$20 to \$25 per	
month — male, 12; female, 187; total	199
Number of teachers who had attended some normal school	1,934
Number of teachers' meetings held during the year	134
Number of state certificates granted	195
Number of state certificates renewed	585
Number of state certificates in force	780

The following table gives number of teachers, the amounts paid annually for wages, and facts relating to teachers' examinations and teachers' meetings:

TABLE XLII

Report of	No. OF TEACHERS		No. OF TEACHERS		Continuously employed	Beginners	AV. WAGES		Amount paid for teachers' salaries	Per cent. of total expense of schools	Teachers' meetings	EXAMINATIONS		
	Winter		Summer				Male	Female				No. held	No. candidates	No. certificates
	Male	Female	Male	Female										
1876	721	1,910	272	2,324	1,768	557	70.05	37.35	1,057,242.19	67.1	0	.....	.....	.....
1877	707	1,899	321	2,317	1,780	539	67.43	37.16	1,085,200.05	70.9	6	.....	.....	.....
1878	753	1,923	305	2,354	1,904	478	64.55	36.20	1,058,682.28	60.1	5	.....	.....	.....
1879	752	1,950	349	2,329	1,947	470	61.03	36.50	1,041,040.43	68.1	5	.....	.....	.....
1880	773	1,968	377	2,344	2,063	484	57.19	35.27	1,015,882.91	73.7	5	.....	.....	.....
1881	746	2,025	392	2,354	2,119	411	56.43	35.42	1,011,729.04	71.8	4	.....	.....	.....
1882	680	2,120	349	2,432	2,144	454	60.60	35.37	1,025,322.66	69.4	10	.....	.....	.....
1883	617	2,213	316	2,503	2,183	470	63.44	35.94	1,056,268.25	68.0	9	.....	.....	.....
1884	566	2,301	307	2,532	2,325	460	67.36	36.52	1,094,580.61	60.3	0	.....	.....	.....
1885	562	2,347	307	2,506	2,347	485	69.17	37.21	1,130,863.35	63.6	17	15	153	23
1886	546	2,442	346	2,625	2,463	395	69.16	37.64	1,166,879.13	62.9	23	25	253	47
1887	561	2,477	346	2,670	2,482	410	69.89	37.97	1,188,056.04	66.3	15	20	166	42
1888	533	2,559	343	2,730	2,654	378	68.82	38.50	1,274,412.60	69.4	21	25	206	66
1889	493	2,629	327	2,783	2,677	398	73.50	38.52	1,264,061.02	69.6	6	19	104	33
1890	468	2,631	331	2,785	2,719	378	74.47	39.31	1,291,472.88	65.0	13	23	347	52
1891	460	2,766	356	2,852	2,766	426	76.24	39.34	1,330,087.56	62.2	13	24	283	36
1892	434	2,866	341	2,952	2,866	405	77.11	39.84	1,369,432.97	63.1	13	73	191	151
1893	419	2,925	315	3,023	2,974	405	83.60	39.48	1,426,711.16	63.8	25	73	221	124
1894	390	3,025	321	3,089	3,059	388	86.48	40.64	1,485,377.23	63.4	24	84	250	106
1895	405	3,093	332	3,163	3,171	413	85.87	41.48	1,548,377.23	58.5	28	51	185	117
1896	403	3,228	353	3,283	3,305	365	85.58	41.88	1,621,183.73	62.7	14	76	313	148
1897	409	3,290	361	3,361	3,358	390	84.65	42.34	1,701,659.99	60.8	12	40	306	151
1898	382	3,400	345	3,451	3,506	404	88.77	42.70	1,786,379.71	60.3	53	40	390	171
1899	385	3,556	365	3,584	3,692	440	88.49	43.03	1,850,210.72	61.9	40	25	410	154
1900	387	3,602	357	3,735	3,800	432	89.87	43.61	1,806,915.59	60.7	53	36	490	149
1901	378	3,768	357	3,818	3,961	350	88.68	44.40	1,966,727.72	61.6	82	20	476	173
1902	356	3,872	343	3,909	3,973	399	96.12	45.32	2,024,215.76	62.5	63	21	456	183
1903	360	3,966	344	3,976	4,073	363	99.29	44.51	2,084,366.07	58.6	124	22	495	195

SUPERVISION

The following towns or districts have superintendents who devote all their time to the usual duties of supervision:

	Name of Superintendent
Ansonia	W A Smith
Bridgeport	C W Deane
Danbury (Center District)	G D Northrop
Hartford (South District)	Charles H Keyes
" (Brown District)	Charles L Ames
" (Arsenal District)	W I Twitchell
" (North Middle District)	W F Gordy
" (West Middle District)	Esther C Perry
Meriden	A B Mather
Naugatuck	F W Eaton
New Britain	G A Stuart
New Haven	F H Beede
New London	C B Jennings

Norwich (Central District)	.	.	N L Bishop
Southington	.	.	Anna D Pollard
Stamford	.	.	E C Willard
Waterbury (City District)	.	.	B W Tinker
West Hartford	.	.	W H Hall

II

The following towns or districts employ supervising principals, who, in most cases, combine teaching with supervision :

Derby	.	.	.	John W Peck
Huntington	.	.	.	A W Pierce
Manchester (South Manchester District)	.	.	.	F A Verplanck
Milford	.	.	.	H I Mathewson
Norwich (West Chelsea District)	.	.	.	J B Stanton
Orange (West Haven District)	.	.	.	E C Stiles
Simsbury	.	.	.	J B McLean
Torrington	.	.	.	E H Forbes
Wallingford	.	.	.	W O Cartwright

III

The following acting visitors unite with supervision some other business or profession :

Bristol	.	.	.	C L Wooding
Hartford	.	.	.	T S Weaver

TEACHERS' MEETINGS

The following table shows the number of teachers' meetings from September 1, 1901, to September 1, 1902 :

Place	No. of speakers	No. in attendance	Place	No. of speakers	No. in attendance
Glastonbury	3	50	Norfolk	1	70
Salisbury	1	22	Killingly	1	37
West Hartford (8)	8	146	Guilford	1	150
Norwich	1	34	Ellington	1	24
Morris	1	19	Norwich	2	110
Vernon	1	104	New Hartford	2	29
Montville	5	85	Mansfield	2	24
No Stonington	2	80	Southington	1	19
Norwich	1	436	Norfolk	1	45
Hartford (State Teachers' Ass'n)		2,200	Waterbury	1	150
Southington	1	34	Berlin (2)	2	45
Hartford (County)		76	Hartford	1	50
Milford	1	75	Hartford	1	70
Ledyard	5	135	Plymouth	1	101
			New Milford	1	26

TEACHERS' MEETINGS

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Place	No. of speakers	No. in attendance	Place	No. of speakers	No. in attendance
Burlington	1	16	Fairfield	1	29
Sherman	1	40	Putnam	2	151
Canton	1	26	Madison	1	60
Middletown	1	250	Norfolk	1	60
New Britain	1	336	New Milford	1	36
New Haven	1	451	Middletown	1	202
Salisbury	1	30	Middletown	1	159
Goshen	2	16	Danbury	1	75
Sprague	1	19	Meriden	1	115
Coventry	1	100	Bridgeport	1	250
Redding	2	80	New Canaan	1	74
Norfolk	1	44	Canton	1	45
Wallingford	1	60	Litchfield	1	35
Danielson	2	74	Norwich	2	107
Stonington	6	207	Watertown	1	9
Hartford (County)	1	450	New Haven	1	15
Killingly	1	38	Salisbury	1	28
New London	1	100	Watertown	4	63
Chatham	4	123	Madison	1	15
New Canaan	1	20	New Britain	1	279
Glastonbury	2	38	Kent	1	41
Middletown	1	214	Manchester	1	45
Middletown	1	60	Norwalk (Fairfield		
So Manchester	1	150	County Ass'n)	2	900
Hartford (County)	1	70	Norfolk	1	64
East Windsor	1	25	Colchester	1	25
East Haven	1	70	Canton	1	23
New Milford	1	35	Wethersfield	1	50
New Britain	1	192	Wethersfield	1	266
Wethersfield	1	40	Salisbury	1	29
Berlin (2)	2	24	Fairfield	1	16
Fairfield	1	17	Windham (Eastern		
Mansfield	2	13	Conn.)	2	300
Salisbury	1	24	New Milford	1	42
New Canaan	1	85	Mansfield	1	9
Madison	1	14	Cromwell	2	18
New London	1	396	Hartford (County)	1	226
New Britain (2)	2	348	Danbury	1	101
Norfolk	1	40	Branford	1	21
New Canaan	1	188	Berlin (6)	6	72
Sharon	1	31	Colchester	1	33
Canton	1	89	Berlin (9)	9	159
				167	13,336

Number of meetings, 134 Average attendance 99.5

STATE EXAMINATIONS

LAW

The law under which State examinations are held was passed in 1884, and runs as follows :

"The State Board of Education may, upon public examination in such branches and upon such terms as it may prescribe, grant a certificate of qualification to teach in any public school in this State, and may revoke the same. The certificate of qualification issued under this section shall be accepted by boards of school visitors, boards of education, and town school committees in lieu of any other examination." Gen. Stat., § 2246.

SCHEME

The following scheme has been adopted by the Board :

I

CERTIFICATES

Hereafter, in the administration of the law providing for the examination of teachers by this Board, the following forms of certificate shall be used :

STATUTORY CERTIFICATE

The State Board of Education having, in accordance with section 2246 of the General Statutes, caused _____ of _____ to be publicly examined in the studies enumerated in sections 2130 and 2245 of the General Statutes as follows: Reading, Spelling, Writing, Arithmetic, English Grammar, the rudiments of Geography and United States History, Physiology, and Duties of Citizenship

Hereby certifies that _____ has been found to have the academic knowledge which meets the minimum requirement of said sections in each of the enumerated subjects.

This certificate may be accepted by the school officers of the town of _____ and is limited to said town and expires _____ unless a renewal is endorsed hereon. Renewal will be granted only upon evidence that the holder has taught and managed successfully.

ELEMENTARY CERTIFICATE

The State Board of Education having, in accordance with section 2246 of the General Statutes, caused _____ of _____ to be publicly examined in Writing, in English (including Reading, Spelling, and Grammar), in Arithmetic,

in Elementary Science (including Physiology), in Geography, and in History and Civil Government, hereby certifies that has been found to have elementary knowledge and special preparation for teaching in each of the foregoing subjects, and to that extent is qualified to teach in the public schools of the State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon. Renewal will be granted only upon evidence that the holder has taught and managed successfully.

HONOR CERTIFICATE

The State Board of Education having, in accordance with Section 2246 of the General Statutes, caused _____ to be publicly examined in Writing, in English (including Reading, Spelling, and Grammar), in Arithmetic, in Elementary Science (including Physiology), in Geography, in History and Civil Government, and in the Art of Teaching, hereby certifies that _____ has passed such examination with honor, and is well qualified by knowledge, professional preparation, and skill, to teach in the public schools of this State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon.

CERTIFICATE OF SPECIAL EXCELLENCE

I

The State Board of Education having previously examined and granted an honor certificate to _____ of _____ and having now caused _____ to be more searchingly examined in _____ hereby certifies that _____ has passed such examination with great honor, and is exceptionally well qualified to teach said subject in the public schools of this State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon.

II

The State Board of Education having examined _____ in accordance with Section 2246 of the General Statutes, in _____ certifies that _____ has passed such examination and is qualified in respect of knowledge [professional preparation and skill] to teach said subject.

CONDITIONS

The statutory certificate shall be granted to those whose examinations show a tolerable academic acquaintance with the subjects prescribed in sections 2130 and 2245 of the General Statutes, Revision of 1902.

The elementary certificate shall be granted to all persons whose examination proves their possession of that knowledge and minimum professional preparation without which it is

impossible to teach the subjects which ought to be taught in all schools.

The honor certificate shall be granted to those persons who in the public examination shall have proved their possession of sound elementary knowledge and professional training in all the subjects enumerated in the certificate, and who shall also by actual exercises in teaching children prove their possession of professional skill.

Those who have obtained the honor certificate and others approved by the board may be admitted to the examination for certificates of special excellence. This examination shall always include actual exercises in teaching. In order to obtain this certificate, skill in teaching the subjects as well as accurate knowledge must be shown by the candidate.

II

STATUTORY CERTIFICATE

Candidates for the statutory certificate must pass an examination in the rudiments of the subjects enumerated in sections 2130 and 2245 of the General Statutes.*

These subjects are

Reading	Geography	Physiology
Writing	Arithmetic	Spelling
English grammar	United States history	Duties of citizenship

A certificate will be granted for a year, and will be valid only in the town written upon its face. It may be accepted in lieu of an examination by town or district school officers.

* These sections read as follows:

SECTION 2130 Public schools shall be maintained for at least thirty-six weeks in each year in every town and school district. No town shall receive any money from the state treasurer for any district unless the school therein has been kept during the time herein required; but no school need be maintained in any district in which the average attendance at the school in said district during the preceding year, ending the fourteenth day of July, was less than eight. In said schools shall be taught, by teachers found duly qualified, reading, spelling, writing, English grammar, geography, arithmetic, and United States history, and such other studies, including elementary science and training in manual arts, as may be prescribed by the board of school visitors, or town school committee. The public schools of every town and district shall be open to children over five years of age without discrimination on account of race or color, but school visitors, town school committees, and boards of education, may, by vote at a meeting duly called, admit to any school children over four years of age.

Renewal will be granted only upon evidence that the holder has taught and managed successfully.

This certificate is not evidence that the holder can teach or manage or has any professional skill. It shows that an academic examination has been passed in the subjects required by sections 2130 and 2245, and that the holder has given some attention to the methods of teaching the two subjects,— reading and writing.

Those who wish to obtain the elementary state certificate, [page 99] may receive credit for the subjects which they have passed with especial excellence in the statutory examination.

To receive a statutory certificate candidates must satisfy the following requirements:

READING They must furnish evidence that they can teach the beginnings of reading and also instruct scholars who have learned to read.

The following books contain suggestions on teaching the beginnings of reading:

Robbins, *Phonics* B H Sanborn

Farnham, *The sentence method* C W Bardeen

Suggestive questions will be found in state documents which will be sent upon application.

PENMANSHIP They should be able to write so well that all their work may be imitated by children; they should

SECTION 2245 School visitors, town school committees, or boards of education shall, as a board, or by a committee by them appointed, examine all persons desiring to teach in the public schools; and give to those with whose moral character and ability they are satisfied, if found qualified to teach reading, writing, arithmetic, and grammar, the rudiments of geography and history, and the rudiments of drawing if required, a certificate authorizing the holder to teach in any public school in the town or district so long as desired, without further examination unless specially ordered; such certificate may limit the authority to teach to a specified time or in a specified school. No certificate to teach in grades above the third in graded schools nor in classes corresponding to such grades in ungraded schools shall be granted to any person who has not passed a satisfactory examination in hygiene, including the effects of alcohol and narcotics on health and character. If a person is examined and found qualified to teach branches other than those required in all cases, such branches shall be named in his certificate. Said certificate shall be signed by a majority of the board or committee or by all the members of the committee appointed to examine. They may revoke the certificates of such teachers as shall at any time be found incompetent to teach or to manage a school, or fail to conform to their requirements.

also furnish some evidence that they know how to teach writing.

A small chart containing small and capital letters, and printed suggestions, will be sent to all who wish to practice.

The references and topics on page 101 will suggest course of preparation, and the questions hitherto used will be sent.

ENGLISH They must be able

- 1 To pronounce and spell common words
- 2 To show a good knowledge of capital letters and punctuation
- 3 To write and address a letter
- 4 To state clearly in their own language the substance of any short selection
- 5 To write briefly on a topic found on the examination paper
- 6 To answer a few simple questions in grammar

An outline for preparation will be sent on application.

ARITHMETIC They must be able to figure accurately and to work simple practical problems under the subjects usually found in arithmetic. See page 105.

GEOGRAPHY They must be able

- 1 To locate the principal divisions of land and water in the United States and in the world
- 2 To locate the chief political divisions of the United States and of the world
- 3 To draw a map of Connecticut and locate counties, principal rivers, and cities
- 4 To describe the important physical features of North America and of Europe

In the following elementary books will be found the topics upon which questions may be expected.

Grove, <i>Science primer Geography</i>	American Book Co.
Geikie, <i>Science primer Physical geography</i>	" "
Tarr, <i>North America</i>	Macmillan

These books will be loaned upon application.

PHYSIOLOGY They must be able to do the work required of teachers in the text-book on physiology prepared by Dr J K Thacher and A B Morrill.

This book will be sent upon application.

HISTORY They should show good knowledge of certain topics of history usually found in history text-books.

Suggestive topics will be sent upon application.

The questions used in previous examinations will be useful in preparation.

DUTIES OF CITIZENSHIP The questions in civil government will be sent upon application.

III

ELEMENTARY CERTIFICATE

PRELIMINARY PAPERS

Candidates shall not be admitted to examination unless, on or before a day to be announced in advance, they have sent to the Secretary of this Board satisfactory papers giving evidence of professional study.

In preparing these papers candidates are urged to make use of any available help, and the language of books may be copied, provided the matter quoted is indicated. They must, however, expect to be examined with especial strictness on the subject-matter of their papers, and must be prepared to show that all which they have written represents knowledge which they can readily use in teaching. These papers may be short, but they have great weight in determining the fitness of the candidates. They may be questioned orally upon the subject-matter of these papers.

The following papers must be presented:

ENGLISH 1 A paper describing the candidate's method of teaching children to read.

This paper must be divided into three parts: (1) Giving a plan of teaching *beginners*; (2) a plan for teaching those who can use books; (3) the special uses of oral and silent reading

2 A paper describing the candidate's method of teaching children to express themselves easily and clearly, both in speaking and writing.

The use to be made of (1) *copying*, (2) *dictation*, and (3) *oral statement* should be given

3 A paper giving a few books with which the candidate is familiar under the following heads:

- | | |
|----------------------------|-----------|
| 1 Books for young children | 4 History |
| 2 Poetry | 5 Science |
| 3 Biography | 6 Fiction |

A summary of one of the books may be required.

4 Paper describing the kind of literature which should be used (1) in teaching children the beginnings of reading, with selections or references to books; (2) the kind of literature to be used in the later practice of reading.

This paper should also describe the extent to which the teacher would go in studying English literature with children, and in particular give a list of books

- 1 *which should be read in school, and*
- 2 *which young children should be induced to read to themselves.*

The lists should be carefully selected, but may be very brief.

If possible, these books should be arranged for the stages of school progress.

5 A paper giving

- 1 a list of important points of English usage on which children need special drill.
the correct forms of expression and the incorrect forms to be avoided should be given.
- 2 the teaching of punctuation and the written forms of the language.

In this paper candidates should also state and illustrate what elements of English grammar can be used in securing correct written and spoken language.

6 A paper describing the candidate's method of teaching spelling.

PENMANSHIP A paper describing the candidate's plan of teaching children to write.

This paper must include the small and capital letters as they would be taught to children.

Small charts containing small and capital letters will be sent.

ARITHMETIC 1 One paper giving the facts of number to and including 10.

2 One paper describing the candidate's plan of oral and written work under all topics mentioned on page 105, especially

showing how children may be taught to work practical problems with facility.

See Peck, Our new arithmetic A. Lovell & Co.

ELEMENTARY SCIENCE Two papers, each describing the candidate's plan of a lesson to be given to children.

It is recommended that one paper shall describe a lesson in Chemistry and one a lesson in Physics, Geology, or Botany.

Each paper must give :

- 1 Age of children for whom the lesson is intended
- 2 Purpose of giving the lesson
- 3 Concise description of apparatus, experiments, or object of observation — supplemented by any necessary diagrams or drawings
- 4 Method of teaching the lesson

The following topics suggest some of the more important subjects with which the candidates must be familiar :

Air	Dew, Frost
Oxygen	Fog, Cloud
Nitrogen	Vapor and Climate
Hydrogen	Conduction
Candle flame	Sources of Heat
Carbon dioxide	Cohesion
Gravitation	Magnetism
Three states of matter	Telegraph
Pressure in solids, liquids, and gases	Electric lamp
Transmission of pressure	Steam engine
Expansion	Sound
Circulation of water — of air	Common minerals
Winds and currents	Rock disintegration
Evaporation	Soil formation
Condensation	Soil transportation
Melting	Work of rain, rivers, and ice
Freezing	Organic rock
Rain, Snow	Sedimentary rock
	Fossils

GEOGRAPHY 1 One paper describing a plan of lesson for young children.

2 One paper giving topics of lesson for older scholars, and suggestions as to the way in which the scholars should prepare such a lesson.

3 A list of books which children may profitably read in connection with this subject.

4 A short list of reference books useful for a teacher.

PHYSIOLOGY 1 One paper giving parts of the subjects most important for school children and the object of teaching each.

2 One paper describing a plan for a single lesson, stating:

1 Age of children

2 Purpose of the lesson

HISTORY, CIVIL GOVERNMENT, AND DUTIES OF CITIZENSHIP

1 One paper giving the object and uses of studying history in public schools.

2 One paper giving a list of books which may be read by children in connection with this subject.

3 One paper describing a plan of a single lesson in history.

4 A paper describing a plan of a single lesson in civil government and the duties of citizenship.

SCHOOL MANAGEMENT 1 A paper suggesting principles and rules for grouping and classing scholars.

2 A paper describing clearly the method of keeping registers of attendance. The candidate will fill out a register for three terms of twelve weeks each, using not less than five names. The register should be complete, and the method of obtaining the average attendance should be indicated for each term. All the work performed in obtaining averages for each term should be left on the proper page of the register.

State register containing directions will be sent upon application.

3 A paper showing acquaintance with the laws of the State relating to instruction, attendance, employment of children, and the duties of teachers.

The laws relating to schools will be sent upon application

PRELIMINARY REQUIREMENTS FOR ADVANCED CERTIFICATES

Candidates for certificates of especial excellence and of special preparation must send to the Secretary of the Board, before they are admitted to examination, a thesis on the special subject of examination.

GENERAL DIRECTIONS FOR PREPARING PRELIMINARY PAPERS

- I 1 Write from the standpoint of a teacher
- 2 Give references if any matter has been copied from books
- II 1 Blank books will be sent upon application. If these books are used write on both sides of the paper
- III If loose sheets of paper are used
 - 1 use paper of "letter" size
 - 2 write on one side only
 - 3 leave margin at left
 - 4 leave first sheet of each set of papers blank, on which write
 - a subject
 - b name of writer
 - c address
 - d date
 - 5 write subject and your name at head of each page
 - 6 do not fold or roll the papers
 - 7 fasten the sheets securely together
- IV Carefully separate the different papers on the same subject, e. g., English I English II etc.

IV

EXAMINATIONS

PRELIMINARY PAPERS Candidates must show a thorough practical understanding of all that they have written in the papers presented before the examination. They may be questioned orally upon the subject-matter of these papers.

In order to pass the examinations and receive an elementary certificate, candidates must satisfy all the following requirements:

PENMANSHIP They must furnish evidence that they can teach penmanship.

One test will be making on the blackboard or on paper the small and capital letters as they should be made in teaching children.

The following are references on subject of penmanship:

Parker, "*Talks on teaching*," pages 75-79

Farnham, "*Sentence method*," read entire book

Prince, "*Courses and methods*," pages 66-73

Fitch, "*Lectures on teaching*," pages 205-208

Suggestive questions will be found in state documents, which will be sent on application.

The following are a few topics to which preparation may profitably be directed:

- | | | | |
|---|-------------------------------------|----|---|
| 1 | What is penmanship | 6 | Correct position |
| 2 | Purpose in teaching | 7 | Form teaching |
| 3 | Time for beginning | 8 | Classification { small letters
capital letters |
| 4 | Tracing { what
amount
purpose | 9 | Drill |
| 5 | Penholding | 10 | Movement exercises |
| | | 11 | Criticism |

READING Candidates must furnish evidence that they can teach reading. Mere ability to read is not sufficient. A definite method of procedure with beginners and with those who can read books will be required. Candidates must also be ready to answer questions upon books which they themselves have read.

The following are references on the subject of Reading:

Farnham, *The sentence method of teaching reading, writing, and spelling*

Hall, *How to teach reading and what to read in schools*

Parker, *Talks on teaching*, pages 26-66

Suggestive questions will be found in state documents, which will be sent on application.

SPELLING They must be able to spell and pronounce common words.

Under this subject will be given questions relating to pronunciation, the use of the dictionary, and abbreviations.

ENGLISH 1 They must show a good knowledge of punctuation and capital letters.

2 They must be able to write and properly address a letter of any ordinary nature.

3 They must be able to state clearly in their own language the substance of any short selection, and to write briefly on a subject given in the examination.

4 They must show a good knowledge of the elements of English grammar.

ENGLISH LITERATURE Candidates must have studied some simple topics in English literature, and be able to write intelligently, in correct English, in answer to one or more easy questions upon a selected topic.

The topics will be sent upon application.

ARITHMETIC Candidates must be able both to figure and to work out simple practical problems in the following subjects ordinarily taught as parts of arithmetic:

Addition
 Subtraction
 Multiplication
 Common and decimal fractions
 Percentage (including among its applications simple interest, stocks, commissions, and profit and loss)
 Common weights and measures and their applications
 The metric system
 Mensuration of plane surfaces and of rectangular solids
 Ratio and proportion
 Square and cube root

Candidates must also know how to keep a cash account and make out bills and receipts.

ELEMENTARY SCIENCE Candidates must have a good elementary knowledge of the subjects chosen for their preliminary papers in Science. See page 101.

Reference is made to the following school documents, which may be had upon application:

School Document No. 17, 1902, *Observation lessons in science*, by A B Morrill

School Document No. 12, 1903, *Lessons on plants*, by H N Loomis

See also the following books:

Huxley, *Science primer Introductory* American Book Co.

Roscoe, *Science primer Chemistry* " "

Stewart, *Science primer Physics* " "

GEOGRAPHY Candidates must

- 1 Understand the elements of mathematical geography.
- 2 Be able to locate the principal divisions of land and water of the world.
- 3 Be able to locate the chief political divisions of the world and the states and territories of the United States.
- 4 Be able to describe the important physical features of North America and of Europe.
- 5 Candidates must also show a good knowledge of certain topics ordinarily taught as a part of geography. These topics will be sent upon application.

The following books are suggested:

Grove, <i>Science primer Geography</i>	American Book Co.
Geikie, <i>Science primer Physical geography</i>	" "
Shaler, <i>The story of our continent</i>	Ginn & Co.
Shaler, <i>First book of geology</i> [with Teacher's Pamphlet]	D C Heath & Co.
Brigham, <i>Geographic influences in American history</i>	Ginn & Co.

PHYSIOLOGY 1 Candidates must be able to do (at least sufficiently for some elementary instruction) the work required of teachers in the text-book on physiology prepared by Dr J K Thacher and Mr A B Morrill.

This book and charts will be sent to those who wish to prepare themselves on this subject.

2 They must be acquainted with the law relating to the teaching of physiology and hygiene.

The law is found in General Statutes, §§ 2162, 2163, 2245, and laws relating to schools, §§ 43, 44, 194. The laws relating to schools will be sent upon application.

HISTORY AND DUTIES OF CITIZENSHIP Candidates must be able to show a good knowledge of certain topics in history and the duties of citizenship. These topics will be sent upon application.

See

Hart, *Suggestions on history and government of United States*
Cambridge

Gordy & Twitchell, *Pathfinder of American history* Lee & Shepard

Atkinson, *On history and the study of history* Little, Brown & Co.

Atkinson, *The study of politics* " "

Sample, *American history and its geographic conditions*

Houghton, Mifflin & Co.

Fisk, *Civil government* " "

VOCAL MUSIC AND DRAWING are not required. If satisfactory evidence of ability to teach these branches be furnished, they will be noted on the certificate.

V

HONOR CERTIFICATES

Candidates for honor certificates should notify the Secretary of their willingness to show by actual exercises in teaching children that they can both teach and manage.

VI

BOOKS

The Secretary will furnish a list of books which can be read or studied in connection with each of the subjects upon which examination is required. A few books will be loaned to those who are preparing for examination.

VII

CLASSES FOR TEACHERS

A certificate showing that the candidate has in any subject met the requirements of the correspondence courses at Willimantic will be accepted in lieu of the preliminary papers and examinations of this scheme.

VIII

MISCELLANEOUS

- 1 Preliminary papers should be sent at least one week before examination.
- 2 Examinations will be held in and for any town upon invitation of the town school officers. Successful candidates will receive the statutory or elementary certificates to which they may be entitled, and the record of all, whether successful or not, who are intending to teach in the town will be given to the examining committee.
- 3 Candidates are allowed to divide their examinations, with an interval of not more than one year between the parts. At least two subjects must be taken at the first examination, viz.: English (including Reading, Grammar, and Spelling) and Arithmetic.
- 4 A candidate will not be examined upon the same subject more than twice in one school year.
- 5 Persons wishing to take partial examinations should present themselves at the hours designated in the above program, or make a special arrangement by correspondence.
- 6 In most cases, certificates will not be granted for longer than one year.

7 Certificates which have expired will be renewed upon evidence showing that holder has taught and managed successfully.

8 Certificates will not be renewed for persons teaching outside this State.

9 Certificates may be revoked at any time.

Program for Elementary Certificate

<i>First Day</i>		<i>Second Day</i>	
A M	9.00 to 9.30 Spelling	A M	9.00 to 11.30 History and Duties of Citizenship
	9.30 to 10.30 Literature		11.30 to 12.30 Drawing (op- tional)
	10.30 to 12.30 Arithmetic	P M	1.30 to 2.30 Physiology
P M	1.30 to 2.30 Writing		2.30 to 5.00 Elementary Science and Geography
	2.30 to 3.30 Reading		
	3.30 to 5.00 Grammar		
	5.00 to 6.00 Music (optional)		

Examinations begin promptly at 9 o'clock.

CERTIFICATES

The record covers the period from January 1, 1902, to January 1, 1903

STATE TEACHERS' CERTIFICATES

State Teachers' Certificates originally issued or renewed are in force January 1, 1903, as follows:

Elementary Certificates originally issued.....	185
Elementary Certificates renewed.....	565
Honor Certificates originally issued.....	9
Honor Certificates renewed.....	18
Great Honor Certificate renewed.....	1
Limited Certificate originally issued.....	1
Limited Certificate renewed.....	1
Total	780

Elementary Certificates originally issued

Adams Helen Q Willimantic	Beckett Dorenda W Yalesville
Ahern Ellen R M Hartford	Bishop Lucy M Clintonville
Anderson Olive So Manchester	Blackmar Mae Killingly
Anthony Martha I Scotland	Bliss Mary A Hockanum
Anthony Mary M Scotland	Booth Eleanor New Haven
Atwood Florence E Watertown	Botsford Elsie P Newtown
Bacon Imogene So Glastonbury	Botsford Gertrude E New Haven
Bartle Flora Lakeville	Boyle Mary C New Haven

Bristol Ethel M	Brooklyn	Griffin Josephine W	S Portland Me
Brooks Abbie B	Clinton	Griffiths Mary E	Southington
Brown Junie Mae	Berlin	Griggs Elizabeth W	New Haven
Brown Mary F	Wallingford	Griswold Mary E	Berlin
Burke M Gertrude	Norwich	Hanna Fanny K	New Britain
Burr Susan M	Guilford	Harrington Gertrude M	Hartford
Butler Gertrude M	Portland	Harris Hattie F	Deerfield Mass
Carpenter Anna L	Willimantic	Harten Alice F	New Haven
Carroll Mary M	Waterbury	Hayden Jennie G	Waterbury
Chambers Martha B	New Haven	Herbert Ellen C	New Haven
Cherry Elizabeth M	Norwich	Herbert May W	New Haven
Clark Julia L	New Haven	Hines Ellen D	Thompsonville
Codaire Bessie H	Collinsville	Hoar Helena A	Norwich
Collins Catherine L	Pine Meadow	Hosking Mabel I	New Haven
Collins Viola I	Hartford	Hurley Sarah M	Shelton
Commings Ida M	Providence R I	Hyland Agnes L	Forestville
Condren Maud J	New Haven	Hyland Dora V	New Haven
Connell Cora M	New Britain	Jennings Edna	South Windsor
Curran Catherine M	Portland	Jepson Mary R	Danbury
Curry Anna B	Hartford	Jones May C	Ivoryton
Curtin Helena F	Hartford	Kahl Christine A	Wallingford
Daniels Grace L	Willimantic	Kassenbrook Anna M	Hartford
Day Clara	East Norwalk	Kelley Catherine	Norwich
Demarest Jean	Paterson N J	Kelly Annie M	New Britain
DeVanna Mary E	New Canaan	Kennedy Annie J	Westerly R I
Dickinson Florence M	Hartford	Kent Edith M	Putnam
Dickinson Ruby H	South Britain	Keyes Maud V	Hartford
Dudley Alice L	Guilford	Kirkpatrick Helen D	Hartford
Dunbar Effie B	Stafford	Langdon Anna L	Hartford
Egan Anna A	New Haven	Larrauri Louise	South Norwalk
Elsner Belle	Hartford	Leahy Mary E	Ansonia
Elwell Fannie L	West Haven	Le Clair Josephine	Berlin
Fagan Anna J	Hartford	Leigh Florence	Meriden
Falken Alice M	Stratford	Lewis Carrie E	Watertown
Falken Irene M	Stratford	Lincoln Maude E	Bridgeport
Farrell Mary M	Hartford	Lineburg Hattie M	Derby
Finnegan Catherine	Canaan	Linton Grace H	New Haven
Flood Margaret	Danbury	Lucey Margaret	Middletown
Foley Helen V	Roxbury Mass	Lyman Bertha E	Willimantic
Fox Agnes M	New Britain	MacDonald Margaret C	Ansonia
Gallagher Helen M	Farmington	Madden Ella L	Kincardine Ont
Gates Alice M	New Haven	Mahl Clara E	Hartford
Geraghty Helen J	Holyoke Mass	Malone Mary A	Greeneville
Gilbert Grace S	Wallingford	Mansuy Julia W	Hartford
Gilhuly Eulalie L	New Haven	Martin Gertrude H	Willimantic
Gleeson Mary C	New Haven	Mason Edith L	Waterbury
Good Julia I	Norwich	Mather Edith J	Old Lyme
Goodenough Florence	Bristol	McCormick Rosamond V	N Haven
Gorham Lena J	Westville	McDonald Nora M	Bethel
Grant Marion E	Buckland	McGinn Julia M	South Norwalk

McGrail Grace V New Haven	Root Josephine L Milford
McLaughlin Mary J New Haven	Root Mabel F C Milford
McMahon Genevieve C Ansonia	Russ Cora M Mt Hope
McMahon Mabelle I New Haven	Sadd Cecile D New Britain
McNish Helen Ansonia	Saunders Winifred Waterford
Medbery Abbie L Danielson	Scanlon Isabelle M Waterbury
Mills Lewis S Canton Center	Scobie Amelia M Orange
Mix Helen S Meriden	Scofield Ethel L West Haven
Morway Mrs May L Watertown	Scott Hannah L F New Britain
Murphy Agnes C Norwich	Sherman Robert G Easton
Murphy Kathryn J Stamford	Shortall Frances J Ansonia
Murphy Lillian K New Haven	Sikes Lena A Suffield
Noble Mary E Hartford	Slater Alice Colchester
Noonan May G Hartford	Smith Frances E New Hartford
Norris Eleanor M Milford	Spencer Mabel E North Windham
North Alice M Collinsville	Stone Carrie L Kent
Norton Bertha M So Manchester	Stoughton Julia E Terryville
O'Brien Marguerita M Hartford	Strickland Rose F Manchester
O'Connell Mary E Norwich	Sullivan Elizabeth C Bristol
Packer Laura L Mystic	Sullivan Josephine Ansonia
Peck Alice Mt Carmel Center	Sutton Minnie M Brooklyn N Y
Persons Alice S Winsted	Tierney Bertha R Greenwich
Platt Bertha Y New Haven	Townshend Rebecca D N Haven
Platt Grace B New Haven	Treat Fannie New Haven
Powers Mabel A Waterbury	Walsh Julia A Ansonia
Quish Hanna E Union City	Ward Mary A New Haven
Read Anna B West Haven	Waterman Helen Plainville
Reese Helen C Stamford	Welles Edith L Reading Pa
Reilly Anna E New Haven	Wilkinson Ellen S So Manchester
Remington Ada M Willimantic	Williams Helen E Collinsville
Rider Alice F East Norwalk	Woods Jessamine B Hartford
Riley Minnie C New Haven	Woodworth Sarah E Merrow
Roberts Effie M Stamford	Wuterich Minnie L Meriden
Rockfort Bertha M New Haven	Young Catherine A New Hartford
Roosa Jennie C Meriden	

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Elementary Certificates renewed

Abetz Etta M Unionville	Bailey Jessie E Middletown
Adams Matie L New Haven	Bailey Mabel U West Haven
Allen Fannie B Danbury	Baldwin Adella F Woodbridge
Allison Annie M Middletown	Baldwin Anna J New Haven
Atkins Grace E Forestville	Ball Bessie M Durham
Auger Elma I Woodbridge	Bancroft Bertha L New Britain
Augur Ethel M Woodbridge	Banks Julia B Fairfield
Ayer Mary L Yantic	Barber Mary E West Torrington
Babcock Agnes K Hartford	Barrett Agnes C South Norwalk
Babcock Sadie L Stonington	Barry Helen T Norwich
Bacon Jennie V Wethersfield	Bartlett Edith F Packerville
Bailey Ada B Hockanum	Bass Mary F Willimantic

Bassford Maude Ansonia	Buffington Eva M Hartford
Beale Florence P Berlin	Bunnell Julia A Bristol
Beasley Laura M Ellington	Burd Harriette H Broad Brook
Beebe Lina H East Hampton	Butler Grace R Seymour
Beebe Marion G Norwich	Cady Mary E Hartford
Beecher Mrs Margaret Jacobi Falls Village	Callahan Katharyn New Haven
Bell Nellie F Lebanon	Camp Grace L New Britain
Benedict Jessie Norwalk	Capel William New York
Birch Eldora J East Hartford	Carde Daisy I Shelton
Birge Bessie H Westport	Carey Katherine A Rockville
Bishop Mary L Cheshire	Carpenter Alice L Forestville
Bissell Alice G Willimantic	Carroll Mary C New Haven
Black B Lavinia Hartford	Carroll Sara B Bristol
Black Harriet F Hartford	Cary Alice B Willimantic
Blake Mary J Hartford	Casey Julia A Naugatuck
Boardman Albert Westerly R I	Casey Katheryne E Norwich
Bodurtha Mildred F Meriden	Casey Mary E Kent
Bolles Jennie J Plainville	Cashman Catherine R Kensington
Botelle Myrtie L Cromwell	Cavanaugh Annie A Norwalk
Bouton Emma A South Norwalk	Cavanaugh Teresa R Norwalk
Bowden Sophie J New Haven	Champion Florence J Little Haddam
Bowen Jennie T New Haven	Chapman Jessie E Portland
Bowers Florence E Tolland	Chapman Lucy E Old Mystic
Bowler Catherine R Willimantic	Chesebro Grace E Stonington
Boyd Martha E South Kent	Clancy Helena G Danbury
Bradin Sophie J Hartford	Clark Alice M Bristol
Brady Katherine E Meriden	Clark May L Colchester
Bramley Harriet B Elmwood	Clark Martha H Milford
Brennan Josephine A Naugatuck	Cleaveland Blanche E Stafford Springs
Brennan Katherine A New Haven	Coe Emma L Long Hill
Brett Lulu A New Haven	Coe Mrs Emma M Waterville
Bridgett Alice Wallingford	Colburn E Gertrude So Coventry
Brierly Grace E Willimantic	Collins Nellie T Willimantic
Bristol C Ethelwyn Ansonia	Comstock Blanche A Ivoryton
Brockett Clara A New Haven	Conboy Theresa A New Haven
Brooks Edith A Norwich	Condren Elizabeth A Hartford
Brown E Ine Wallingford	Congdon Mary E Willimantic
Brown Ella A Talcottville	Connor Mary F Hartford
Brown Ella M Norwich	Conway Katherine G Hartford
Brown Hattie B Gales Ferry	Cook Harriet A Norwich
Brown Katherine U New Haven	Corcoran Mary J Wallingford
Brown Margaret S Cohoes N Y	Cousins Edith A Norwalk
Brown Mattie L Talcottville	Covert Grace R Branford
Brown Etta L Old Lyme	Cowles Florence A Buckland
Brownlee Mrs Ida Willington	Coxeter Nellie New Haven
Bryant Agnes A Norwalk	Cramer C Esther Plainville
Bubser Anna A Hartford	Crandall Pansy Old Mystic
Buchanan Annie W Mansfield Ctr	Cross L Howard Central Village
Buckley Julia V Branford	

Cross Mary T Naugatuck	Freeman Minnie T Naugatuck
Crouse Emma M Waterbury	Fuller Alice M Hartford
Crowell Lottie A Middletown	Fuller Blanche Hampton
Curran Elizabeth M Middletown	Flynn Jane C Hampton
Curran Jane H New Haven	Gallagher Maggie V Middletown
Curtis Helen L Stratford	Galligan Mary A Norwich
Curtiss Miriam B Bristol	Gallup Bessie M Hartford
Daniels Inez A Mendon Mass	Garde Andrew E New London
Davis Viola Waterville	Garde Edith A New London
Day Lena L Lakeville	Gardiner Henrietta East Lyme
Day Rose Ellen Middletown	Gay Laura E Lime Rock
DeBank Clarissa Ansonia	Gaylord Mary M Windsor Locks
Deegan Margaret L Naugatuck	Geer Maria E East Norwalk
Dibble J Irene South Norwalk	Gelston Cornelia G Sherman
Dibble Margaret L New Haven	Gesner Elizabeth E New Haven
Dickey Alice F Norwich Town	Gilbert Edith Kent Furnace
Dickson Susan M East Hampton	Gillen Mary A New Haven
Dodge Amy B East Norwalk	Gilligan Jennie T Kensington
Doherty Ella M Waterbury	Gilmore Edyth A Broad Brook
Donovan Anna Z Hartford	Gilshenan Mary A Middletown
Donovan Margaret Rockville	Golding Ada H Norwalk
Doran Agnes C Shelton	Golding A Carolyn Norwalk
Doran Catherine T Shelton	Gordon Clara J Norwich
Dougherty Katherine A	Gowdy M Josephine Scitico
Naugatuck	Grady Annie T Willimantic
Drake Anna S L West Haven	Graeber Antoine D Meriden
Dwyer Christine I New Haven	Graeber Magdalene C Meriden
Dwyer Lillian V New Haven	Granger Edith E Winsted
Dwyer Nellie C Hartford	Gridley Edith M Southington
Dyson Helen E Attawaugan	Griffin Sara A Stamford
Eldredge Jennie W Old Mystic	Griswold Jessie D Rocky Hill
Engel Minnie O Hartford	Guinan Elisabeth M Hartford
English Alice New Britain	Gustafson Agnes C Unionville
Evarts Ada Clinton	Hackett Katherine A Bristol
Falvey Agnes E Meriden	Hackett Sadie C Wapping
Feeney Elizabeth M New Haven	Hagarty Eleanor M Meriden
Field Fannie E New Haven	Hamilton Georgia B Danbury
Filer Emma R Warehouse Point	Hammond Alice E New Haven
Finnigan Alice R New Haven	Hanna Leonora S New Britain
Fish Alice B Lebanon	Hanrahan Minnie E Stamford
Fisk Mary E Stafford	Hansen A Marie Hartford
Fitzgerald Josephine F Meriden	Harris Carrie New Haven
Fitzgerald Theresa I Portland	Harrison Margaret L Stamford
Fitzpatrick Mary A Ansonia	Harrison Mary L Stamford
Flaherty Elizabeth G Naugatuck	Hastings A Louise Meriden
Flynn Elizabeth I New York	Hayes Lizzie T Norwich
Foote Alice P Northford	Hazard Amey A Westerly R I
Fox Margaret M New Haven	Healey Agnes M Ansonia
Francis Julia A Southport	Healey Alice M West Hartford
Freeman Carrie J Willimantic	Helion Margaret T Hartford

Helion M Katherine Hartford	Klebe Clara A New Haven
Hewitt Nellie P Attawaugan	Kuebler Barbara East Hartford
Hills Bertha M Hillstown	Kutz Abbie F Essex
Hinckley Elinor Stonington	Kyle Annie D Bethel
Hinckley May E Norwich	Lamphier Mrs Annabelle Wilcox
Hintz Anna New Haven	Avon
Hogan Elizabeth H Unionville	Landrigan Mary A Hartford
Holley Georgia A New Britain	Lane Edward H Rowayton
Honan Mary A Gaylordsville	Lanphear Mabel A No Windham
Houghmaster Stella V Hartford	Lanpher Rachel Montville
Huane Margaret E Bristol	Lathrop Mabel Willimantic
Hubbell Carrie B Stratford	Laurie Mabel E Hartford
Hubbell Harriet M New Haven	Lawler Mary K Windsor Locks
Husted Fannie E Torrington	LeBourveau Maude M Bristol
Hull Mary A Ansonia	Lee Mary A Willimantic
Hunter Margaret M Waterbury	Leghorn Elizabeth Z New Britain
Hunting Ella Hartford	Leonard Mary B Willimantic
Hunting Janet S Hartford	Lewis Mary R Portland
Hussion Agnes E New Haven	Lillis Ella Sandy Hook
Hutchinson Lena A Winnipauk	Lincoln Grace A Willimantic
Hyde Fannie S Danbury	Lines Lena A Milford
Hyland Grace M New Haven	Litchfield Delia C Hampton
Hynes Marion G South Meriden	Lohman Louise Meriden
Innis Eva L Stratford	Loomis Caroline B Westchester
Jackson Jane Naugatuck	Loomis Mrs. Gladys Jones
Jacobs Hattie A Willimantic	Westchester
Jennings M Emma Fairfield	Lord Rita E West Haven
Johnson Grace M New Britain	Loudon Florence Norwalk
Johnson Maude I Rockville	Low Ellen L New Britain
Johnson M Josephine New Haven	Lowe Florence L New Haven
Johnson Sallie M East Morris	Lynch Elizabeth G Norwich T'wn
Joyce Mary A New Haven	Lyon Bertha E Montville
Joyce Minnie South Manchester	MacDermott M Florence
Kalich E Anna Forestville	New Haven
Kalish Lulu B Hartford	MacHugh Emma F Meriden
Kane Elizabeth T West Norfolk	Mackrille Edith E Pine Orchard
Karrman Mrs Mary Andrews	Maher Florence B Thompsonville
Summit R I	Mahon Katie E Meriden
Keenan Margaret M Waterbury	Marsh Edena L Hartford
Keith Marie C Norwalk	Martin Helen T Ansonia
Kelleher Catherine E Seymour	Martin Susan M Thomaston
Kelley Maude S New Haven	Mather Marcia B Essex
Kelley Mary E Killingly	Maum Mary V Ansonia
Kemp Sarah E Danville Pa	Maum Nonie C Ansonia
Kenney Anna V New Haven	McCann Catherine E Saugatuck
Kenney Winifred K Hartford	McClimon Annie M Norwich
King Marie W Derby	McCloud Agnes Norwich
Kingsbury Myrtice Thompson	McComb Elizabeth Norwich
Kingsley Gail Hartford	McDonald Anna V Bethel
Kinsman Louise H Hartford	McDonald Elizabeth K Bethel

McGarry Mary V	Fairfield	Newell Edna A	South Coventry
McGauhan Mary I	Stamford	Newman Agnes C	New Haven
McGowan Mary E	Watertown	Nicholas Josephine S	Ridgefield
McGrath Elizabeth C	Mystic	Nichols Sarah A	Bethel
McGuinness Julia E	Stamford	Noble Harriet E	Hartford
McHugh Katherine A	New Haven	Noonan Kathrynne E	Stonington
McLaughlin Mary L	Norwich	Northrop Edith	Berlin
McLoughlin Lillian J	Meriden	Northrop Lillian M	Danbury
McMillan Elizabeth W	Norwich	Norton Marion E	Wallingford
McNamara Elizabeth I	Niantic	Norton Mary A	Wallingford
McNamara Mary T	Bristol	Norton S Annie	Wallingford
Mecker Lolo S	South Norwalk	O'Brien Katherine	Waterbury
Merchant Kittie	New Haven	Ocain Marion E	New Haven
Merwin M Adella	Canaan	O'Connor Alice M	Waterbury
Meyer Josephine C	Tyler City	Oddie Florence M	Norwich
Millea Elizabeth M	Norwich	O'Gorman Catherine M	
Miller Hattie D	Bloomfield		South Manchester
Miller Leonora E	Norwich Town	Ohler Rosalie A	Bethel
Miller Sarah B	Middlefield	O'Keefe Eleanor M	New Haven
Mooney Mary J	New Haven	O'Neil Frances T	Willimantic
Moore Mary A	West Haven	Osborn Cecile S	East Norwalk
Moore Roberta E	New Britain	Osborne Harriet J	Ansonia
Morehouse Susie G	Norwalk	Osgood Harriet M	New Haven
Morgan Clara L	Cos Cob	Otis Bessie P	Orange
Morgan Elsie L	Wethersfield	Pallman Mary R	New Haven
Moriarty Ellen A	Hartford	Parlow Antoinette E	New Haven
Moriarty Katherine	Hartford	Parsells Sarah A	South Norwalk
Moriarty Rose A	New Haven	Parsons Agnes D	New Britain
Morris Helen D	New Haven	Pausch Clara A	Hartford
Morrison Margaret E	Bethel	Pausch Emily F	Hartford
Morrison Martha A	Bethel	Pease Nellie M	Tariffville
Morrissey Catherine C	Gayl'dsville	Pease Seba E	Melrose
Morse Edith E	New Haven	Peck Fanella E	Bristol
Moses Marion M	Hartford	Peck Florence E	New Haven
Mossman Mabel C	Meriden	Perkins Alenda M	Willimantic
Mulcahy Bridget T	Hartford	Perkins Anabel	Norwich
Mulvey Helen V	Willimantic	Perkins Annie L	Willimantic
Munson Iris E	Seymour	Perrin Emmet M F	So Windsor
Murphy Agnes G	Middletown	Phillips Mrs. Jennie G	Waterbury
Murphy Katherine T	Stamford	Pierce Anna F	South Norwalk
Murphy Margaret A	New Haven	Pierpont Charlotte C	New Haven
Murphy Mary A	Westminster	Pilling Mary E	Danbury
Murphy Mary J	Norwich	Planten Anna S	New Haven
Murphy Susan T	Willimantic	Planten Emma M	New Haven
Murray Adele D	Kensington	Porter Edith M	East Thompson
Murray Alice E	So Manchester	Porter Minnie A	Litchfield
Murtagh Julia F	Norwich	Potter Sara A	Abington
Myers Bertha F	New Britain	Pouleur Julia A	Windsor
Neff Carolyn G	Stafford Springs	Powell Grace K	New Britain
Nelson Mary E	Franklin Mass	Powers Josephine M	New Haven

Pratt Gilbert F	Pomfret	Sherwood Anna T	Green's Farms
Prince Ethel F	New Haven	Sherwood Minnie M	Southport
Prindle Alice L	Sharon	Shillitto Edith B	West Haven
Prior Katherine M	Wallingford	Shumway Flora M	No Windham
Procknow Charlotte S		Silliman Caroline	New Canaan
	Port Chester N Y	Sinnott Elizabeth E	Hartford
Purdue Janet M	New Haven	Sloan May E	Hartford
Putney Allie U	New Boston	Sloat Laura M	Stamford
Quill Daisy J	Wallingford	Smith Edith	New Haven
Quinn Mary A	Hartford	Smith Ellen C	West Haven
Ramsdell Clara L	Middletown	Smith Florence A	Stafford Spr'gs
Randall Mary A	Lebanon	Smith Florence M	West Haven
Ransom Minnie L	Winsted	Smith Lottie M	New Britain
Rawson Sarah J	Portland	Smith M Louise	Saugatuck
Raymond Eva H	Middletown	Smith Nancy J	West Haven
Raymond Harriet B	Norwalk	Smith Nellie C	Hartford
Reaney Anna E	Schenectady N Y	Smith Rose F	Colchester
Reed Alice M	Stafford Springs	Smith Ruth	North Haven
Reilly Catherine B	Derby	Smith Susan S	South Norwalk
Reimannn Louise G	New Haven	Spitz Rose	Torrington
Reynolds Grace C	Meriden	Sponheimer Mary A	Ansonia
Richmond Florence M	Meriden	Sporer Margaretha	Hartford
Roberts Annie L	Bridgeport	Stannard Floy E	Bristol
Robinson Annie M		Stanton Mae F	New Haven
	Noroton Heights	Stearns Mildred	Willimantic
Roche Grace E	Wallingford	Steele Julia M	Ansonia
Rochfort Mabel E	New Haven	Stevens Lucy M	Stamford
Rockwell Mabel S	New Britain	Stevens Mary B	Hockanum
Roots Ruth M	Morris	Steves Nettie M	Bristol
Rose Elizabeth F	Taftville	Stillman Clara M	Rocky Hill
Rowley Emma R	Windsorville	Storrs Mabel N	Hartford
Russell Claude C	Taftville	Strong Jennie D	Manchester
Ryan Caroline A	Meriden	Sullivan Anna W	Windsorville
Ryan Margaret F	Danbury	Sullivan Bridget A	Guilford
Sanford Alice M	New Haven	Sutcliffe Daisy B	Plymouth
Satterlee Amy B	Gales Ferry	Tanyane Annie M	New Haven
Savage Julia S	Ivoryton	Tarbox William G	Norwich
Schmahl Catherine	New Haven	Tatem F May	Hartford
Schmahl Louise	New Haven	Taylor Myrtila P	Westport
Schwarz Lena M	East Haven	Tetlow Edith	Naugatuck
Scoville Alice D	Willimantic	Thomas Augusta M	Willimantic
Scoville Katherine W	Middletown	Thompson Mabel D	Waterbury
Selby Lillian E	Collinsville	Thornberry Alice B	Bridgeport
Seng Harriet L	Waterbury	Thorpe Cora L	Unionville
Service Isabelle T	Norwich	Thorpe Ruby V	North Haven
Seymour Daisy P	Meriden	Thurber Grace M	Brooklyn
Sharpe Alice E	Pomfret	Tonkin Helen E	Ansonia
Shea Juliana E	Philadelphia Pa	Tracy Ada L	Wethersfield
Sheldon Marian A	New Britain	Treadwell Theodore R	Branford
Sherman Elizabeth A	Norwich	Treat Mary H	Oxford

Tripp Annie I Central Village	White Bertha A Portland
Tripp Carolyn W West Haven	White Daisy Turnerville
Trownson Mary P East Norwalk	White Fannie H South Coventry
Tyler Elma M Deep River	White Margaret M Hartford
Tyler Mabel E Bloomfield	Wieser Emily New Haven
Vaughn Annie I New Britain	Wilbur Edith M Glasgo
Vine Sarah M Ansonia	Wilcox Amelia L Norwalk
Wakelee Harriet B Shelton	Wilcox Ethel M Norwalk
Wallace Maisie E Branford	Wilhelmy Mabel A Milford
Walsh Alice M Waterbury	Williamson Agnes B Bethel
Walsh Ella C Ansonia	Wilson Edna E Norwalk
Ward Addie Northford	Wilson Laura L Norwich
Warner Mary E Wethersfield	Wixted Susanna Danbury
Washburn Ella A Hartford	Wood Jennie D Meriden
Waters Glenna E Hartford	Wood Frances L Meriden
Watrous Grace M East Haddam	Woodbury Louise Springdale
Webb Helen L Waterbury	Woodward Alice M Danielson
Weberbauer Louisa E Meriden	Woodward Florence G
Weed Susan M Long Ridge	Willimantic
Welch Agnes M New Haven	Woodward Jessie C Vernon Center
Welch Anna L Baltic	Woodworth Elizabeth R Dan'lson
Welch Margaret A New Haven	Wright Bertha I New Haven
Wells Adelaide P New Britain	Wright Edna M Waterbury
Wells Harriet F New Britain	Wright Sarah E New Haven
Westerman C Rosalie N Stamford	Wrigley Eda Shelton
Wheeler Jennie R New Britain	Yost Emma L Meriden
Wheeler Rebekah B	565
North Stonington	

Honor certificates originally issued

Bodurtha Mildred F Meriden	Palmer Sarah T So Manchester
Broderick Ella M New Haven	Russell Claude C Taftville
Cobey Susanne R Beckley	Schmahl Louise New Haven
Gray Jessie M Berlin	Stanley Louis H Hartford
Hamlin Mary W Hartford	9

Honor certificates renewed

Blake Mary J Hartford	Hanna Leonora S New Britain
Brown E Ine Wallingford	Howe Minerva Colchester
Bubser Anna A Hartford	Kelley Emily W Waterbury
Coe Mrs Emma M Waterville	Marvin Joseph E Cambridge Mass
Curtis Frederick A Saybrook	Moriarty Rose A New Haven
Fahey Sarah H New Haven	Phillips Jennie G Waterbury
Golding Ada H Norwalk	Sheldon Marian A New Britain
Guinan Elisabeth M Hartford	Taylor Myrtilia P Westport
Guinan Mary E Hartford	Townson Sarah A Thompsonville

Great honor certificate renewed

Moriarty Rose A New Haven

Limited certificate originally issued

Jones Agnes E Unionville

Limited certificate renewed

Platt Geneva Norwalk

SCHOOLS.

Summary of Statistics, 1901-1902

Number of towns in the state	168
Number of districts in the state	850
Number of public schools	1,515
Decrease for the year	20
Number of departments in public schools	3,950
Increase for the year	26
Average length of public schools, in days	188.89
Decrease for the year, in days	.64
Number of schools of two departments	146
Number of schools of three departments	51
Number of schools of four departments	63
Number of schools of five departments	27
Number of schools of six or more departments	137
Number of towns having high schools	65
Number of high schools	77
Whole number of graded schools	424
Number of evening schools	27
Number of normal schools	3
Number of public kindergartens	94

The following table shows the length of school year in days, 1888-1903 :

TABLE XLIII

Report of	Length in days	Report of	Length in days
1888	180.18	1896	183.32
1889	170.08	1897	187.47
1890	180.32	1898	187.45
1891	182.52	1899	188.82
1892	182.26	1900	189.15
1893	182.30	1901	189.01
1894	182.74	1902	189.53
1895	182.92	1903	188.89

In 1901 the schools were open 189.53 days. In the period covered by this report there has been a decrease of nearly a day. This decrease is mainly due to omissions for holidays, celebrations, and visiting days.

In compiling the registers holidays and visiting days are often counted as school days, and the actual loss of school time does not appear. Reckoning these omitted days as school days, the average length of the school year in the several towns is given in table xlv.

A careful estimate shows that the number of school days lost to the children of the state for the causes above enu-

merated cannot be less than eight for each child, or an aggregate of more than 1,000,000. For this waste the taxpayer pays and receives no educational advantage. The expense to the state for the school days on which schools are closed cannot be less than \$125,000.00 annually.

If a child attends 180 days—the possible number—there remain 185 days in the year for rest, recreation, and work. This is ample for health, for relaxation, and for earning.

For 80 per cent., or 100,000 of the children in average attendance, there are no more than six years or 1,080 days in their school life. This is none too long, and every day carelessly or unnecessarily omitted is a distinct and serious loss.

For several years prior to and including 1901 this state was first in the length of the school year, as the following table shows:

Connecticut	189.53	New York	177.01
Massachusetts	188.0	Maine	126.0
Rhode Island	187.01		

For 1902 the state fell to the second place:

Rhode Island	192.	New York	177.
Connecticut	188.89	Maine	141.
Massachusetts	188.0		

The length of the school year in Prussia and France is ten and one-half months or about 250 days, exclusive of holidays and vacations. The German child has his four days of six to six and one-half hours each, and two days of four hours each in every week of the school year. This amounts to from 1,323 to 1,406 hours a year.

In this State the school day is five to five and one-half hours long, which amounts to 900 to 990 hours a year if school be in session 180 days. It follows that the German and French child is under the influence of school almost one-half longer than the Connecticut child.

The average number of days in school year, including holidays, visiting days, for each town in the State is given in the following table :

TABLE XLIV

Towns	Average length in days	Towns	Average length in days	Towns	Average length in days
Ansonia	200.00	Plainville	200.00	Bethel	198.00
Fairfield	200.00	Stamford	200.00	Danbury	196.92
Greenwich	200.00	Torrington	200.00	Wallingford	196.54
Meriden	200.00	Westport	200.00	Weston	196.20
Newtown	200.00	New Haven	198.64	New Canaan	195.35
Norwalk	200.00	Darien	198.36	Seymour	195.00

SCHOOLS

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Towns	Av. length in days	Towns	Av. length in days	Towns	Av. length in days
Windsor Locks	195.00	Lisbon	181.66	South Windsor	180.00
Wilton	194.18	Clinton	181.00	Sterling	180.00
Stratford	194.00	Colebrook	180.62	Thompson	180.00
Hartford	193.97	Somers	180.55	Union	180.00
Bristol	192.67	North Branford	180.42	Warren	180.00
Waterbury	192.50	Willington	180.42	Watertown	180.00
Farmington	192.31	Redding	180.25	Westbrook	180.00
Norwich	192.29	Roxbury	180.12	Windsor	180.00
Kent	191.53	Andover	180.00	Wolcott	180.00
Winchester	191.34	Avon	180.00	Woodbridge	180.00
Windham	191.00	Barkhamsted	180.00	Woodstock	180.00
Beacon Falls	190.00	Berlin	180.00	Glastonbury	179.96
Branford	190.00	Bethany	180.00	Lyme	179.85
Bridgeport	190.00	Bloomfield	180.00	Tolland	179.50
Canton	190.00	Bolton	180.00	Brooklyn	179.40
Cheshire	190.00	Bridgewater	180.00	Burlington	179.30
East Hartford	190.00	Brookfield	180.00	Columbia	179.28
East Haven	190.00	Chaplin	180.00	Bozrah	179.16
Easton	190.00	Chester	180.00	Pomfret	179.00
Enfield	190.00	Cromwell	180.00	Portland	179.00
Essex	190.00	Eastford	180.00	Salem	179.00
Hamden	190.00	East Granby	180.00	Newington	178.33
Killingly	190.00	East Haddam	180.00	Waterford	178.20
Litchfield	190.00	East Windsor	180.00	Stonington	177.14
Manchester	190.00	Ellington	180.00	Southbury	175.90
Milford	190.00	Franklin	180.00	Woodbury	175.83
Orange	190.00	Goshen	180.00	East Lyme	174.93
Plainfield	190.00	Granby	180.00	Canterbury	174.54
Saybrook	190.00	Groton	180.00	New Britain	173.50
Thomaston	190.00	Haddam	180.00	Killingworth	173.12
Trumbull	190.00	Hampton	180.00	Sprague	173.10
West Hartford	190.00	Hartland	180.00	Middlebury	172.40
Wethersfield	190.00	Lebanon	180.00	Hebron	172.00
Middletown	189.43	Madison	180.00	Old Lyme	171.61
New London	189.00	Marlborough	180.00	Coventry	170.90
Naugatuck	188.50	Middlefield	180.00	Harwinton	170.55
Derby	188.00	Monroe	180.00	Washington	169.69
Griswold	187.04	Montville	180.00	New Milford	168.33
Colchester	186.71	Morris	180.00	Ledyard	168.15
Plymouth	186.25	New Fairfield	180.00	Norfolk	163.64
Southington	186.00	North Canaan	180.00	Canaan	167.14
Guilford	185.82	North Haven	180.00	Preston	167.00
Durham	185.00	No. Stonington	180.00	Prospect	165.00
New Hartford	185.00	Oxford	180.00	Norfolk	163.64
Old Saybrook	185.00	Putnam	180.00	Mansfield	163.63
Ridgefield	185.00	Rocky Hill	180.00	Cornwall	161.22
Salisbury	185.00	Scotland	180.00	Bethlehem	160.40
Suffield	185.00	Sharon	180.00	Voluntown	160.00
Huntington	182.88	Sherman	180.00	Ashford	154.28
Vernon	182.00	Simsbury	180.00		

The increase in the number of schools [departments] in the last twelve years is as follows :

TABLE XLV

Report of	No. of Schools	Report of	No. of Schools
1892	3 057	1898	3,436
1893	3,131	1899	3,628
1894	3,171	1900	3,759
1895	3,236	1901	3,834
1896	3,338	1902	3,924
1897	1,436	1903	3,950

Below will be found a summary for twenty-eight years (1876 to 1903) inclusive :

TABLE XLVI

Report of	Average Length	No. Districts	No. Public Schools	No. of Depart- ments	No. of Graded Schools	Evening Schools
1876	176.26	1,506	1,650	2,499	264	..
1877	178.14	1,493	1,628	2,400	270	..
1878	177.52	1,487	1,620	2,530	277	..
1879	178.47	1,500	1,647	2,564	286	..
1880	178.60	1,498	1,638	2,571	300	..
1881	179.02	1,473	1,630	2,594	308	..
1882	179.98	1,471	1,634	2,627	314	..
1883	179.66	1,447	1,628	2,640	313	..
1884	178.77	1,447	1,634	2,735	320	26
1885	179.55	1,447	1,639	2,779	338	23
1886	179.18	1,441	1,633	2,827	339	20
1887	179.74	1,447	1,631	2,860	354	31
1888	180.18	1,424	1,628	2,903	361	26
1889	179.08	1,423	1,624	2,921	361	33
1890	180.32	1,404	1,629	2,969	362	30
1891	182.51	1,394	1,611	2,994	362	27
1892	182.26	1,408	1,599	3,057	379	35
1893	182.30	1,394	1,594	3,131	379	30
1894	182.74	1,386	1,584	3,171	376	24
1895	182.02	1,347	1,561	3,236	385	43
1896	183.32	1,263	1,577	3,338	395	35
1897	187.47	1,261	1,563	3,436	411	32
1898	187.45	1,210	1,554	3,511	425	26
1899	188.82	1,127	1,547	3,628	437	21
1900	189.15	1,037	1,546	3,759	444	19
1901	189.01	927	1,533	3,834	456	27
1902	189.53	852	1,533	3,924	472	24
1903	188.89	850	1,515	3,950	470	27

NORMAL SCHOOLS

ATTENDANCE

The number of students in attendance at the normal schools in the year 1901-1902 was

New Britain	.	.	.	.	272
Willimantic	.	.	.	.	95
New Haven	.	.	.	.	226
					593

The number in attendance in the several years beginning with the school year 1889-1902 has been

	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
New Britain	265	300	335	328	191	104	236	211	200	231	251	272	272	
Willimantic	27	70	79	67	76	69	87	119	124	124	110	104	95	
New Haven	..	..	..	..	98	209	200	173	181	182	189	221	226	
	292	370	414	395	365	472	523	503	505	537	550	597	593	

ENTERING CLASSES

The entering classes in the fall of 1902 were

New Britain	.	.	.	.	120
Willimantic	.	.	.	.	48
New Haven	.	.	.	.	123
					291

GRADUATES OF HIGH SCHOOLS IN ENTERING CLASS OF 1902

New Britain	.	.	.	.	83
Willimantic	.	.	.	.	18
New Haven	.	.	.	.	100

The entering classes in the years since 1889 were as follows:

	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
New Britain	128	150	205	193	122	108	148	123	104	151	149	157	154	120
Willimantic	27	43	41	46	41	37	41	77	58	64	53	58	50	48
New Haven	..	..	..	..	98	133	124	109	119	110	109	146	146	123
	155	193	246	239	261	278	313	309	281	325	311	361	350	291

GRADUATES

The number of graduates in 1902 was as follows:

New Britain	.	.	.	.	88
Willimantic	.	.	.	.	30
New Haven	.	.	.	.	73
					191

The number graduated in all the years since 1889 is as follows :

	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
New Britain	80	72	66	91	87	74	70	55	63	74	75	78	88	88
Willimantic	..	..	22	26	18	26	23	26	33	45	47	39	31	30
New Haven	..	..	..	..	..	..	52	66	58	55	63	61	72	73
	80	72	88	117	105	100	145	147	154	174	185	178	191	191

TEACHERS

The following table shows number of teachers in normal and training departments :

NORMAL SCHOOLS	TEACHERS				Entering Classes		Attend- ance		Graduates.	
	In Normal School		In Model and Practice Schools							
	Men	Women	Men	Women	1901	1902	1901	1902	1902	Since begin- ning
New Britain	2	10	1	25	120	154	251	272	88	1283
Willimantic	3	4	1	9	58	48	110	104	30	362
New Haven	4	4	3	27	146	123	189	221	73	596
										2941

TOWNS REPRESENTED AT NORMAL SCHOOL

The following table shows the towns from which students have entered the normal school in the years 1883-1902, inclusive, with the number that entered from each town in each year :

TABLE XLVII

	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
Hartford Co.																				
Hartford	7	17	12	15	11	12	17	21	25	22	27	16	22	17	24	19	22	21	25	24
Avon	..	..	..	..	..	1	1	..	..	1	..	..	2	..	..	0	1	0	0	1
Berlin	2	..	..	..	..	4	2	..	..	..	..	4	2	..	1	1	2	4	0	1
Bloomfield	1	2	2	..	2	1	2	3	1	..	..	..	..	..	..	0	..	0	1	0
Bristol	2	..	..	1	5	7	1	..	3	3	4	3	3	4	2	2	3	7	5	5
Burlington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	0	0
Canton	..	..	..	..	..	..	1	1	..	..	1	..	..	..	..	4	..	5	1	0
East Granby	..	..	..	..	..	..	..	1	..	..	..	..	..	1	1	0	..	0	0	1
East Hartford	..	..	1	3	..	2	5	3	1	3	2	1	3	1	1	2	1	1	5	1
East Windsor	3	3	1	2	1	4	3	1	..	..	2	1	4	1	..	3	..	1	1	2
Enfield	4	8	6	2	..	1	1	7	2	1	3	4	7	2	2	2	1	2	3	5
Farmington	2	..	2	2	..	..	2	6	2	..	1	4	2	1	3	3	2	1	1	3
Glastonbury	..	1	..	2	1	..	..	1	1	2	..	..	..	..	1	0	2	0	3	0
Granby	..	2	2	..	..	..	1	..	..	..	..	..	..	..	..	0	1	1	0	0
Hartland	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	0	..	0	0	0
Manchester	1	..	4	3	4	3	3	5	5	4	1	1	3	2	4	2	4	5	1	0
Marlborough	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	0	0	0
New Britain	6	8	9	14	16	10	12	20	15	24	24	16	14	19	7	15	12	7	4	10
Newington	..	5	..	2	1	1	2	2	2	..	2	..	1	..	..	3	..	0	0	0
Plainville	..	..	..	1	2	..	..	2	..	1	1	..	5	..	1	0	1	0	0	2
Rocky Hill	..	2	1	1	..	..	..	..	1	2	..	..	..	..	1	..	0	0	0	1
Simsbury	..	..	..	..	1	..	..	2	..	..	3	1	3	2	2	2	1	0	1	2
Southington	..	1	..	1	..	1	3	1	1	2	4	3	2	1	4	2	1	1	11	2
South Windsor	..	1	..	..	3	..	1	3	1	4	..	..	..	..	..	1	..	2	3	0
Suffield	..	..	..	4	1	3	3	..	..	..	..	..	..	1	..	0	..	1	1	1
West Hartford	..	..	1	1	..	1	5	3	2	3	..	..	..	1	2	2	2	1	0	1
Wethersfield	..	3	4	2	1	6	2	2	..	2	2	1	4	2	3	2	2	0	5	0
Windsor	..	1	1	1	..	..	1	1	1	..	1	..	..	4	1	1	..	0	3	1
Windsor Locks	..	2	..	6	3	4	3	3	2	3	8	1	3	2	1	0	2	0	0	1

	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
<i>New Haven Co.</i>																				
New Haven...	2	1	3	1	4	3	2	2	2	1	68	61	38	38	40	40	31	40	42	46
Ansonia...	..	..	..	..	..	..	1	1	..	..	4	4	13	3	8	3	5	10	3	5
Beacon Falls...	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	0	..	0	0	0
Bethany...	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1	0	..	0	0	0
Branhford...	..	..	..	..	..	..	3	1	5	..	2	5	4	..	0	0	1	1	1	2
Cheshire...	1	2	..	..	1	1	4	1	2	1	1	..	..	..	3	2	1	1	0	1
Derby...	..	..	3	3	2	2	1	3	..	..	1	1	..	..	2	2	1	1	1	4
East Haven...	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	1	..	0	0	1
Gaithford...	..	1	..	1	..	..	..	..	1	1	3	1	1	1	1	1	..	2	2	3
Hamden...	..	..	..	1	..	..	..	1	2	2	2	2	2	2	..	0	3	4	2	1
Madison...	..	..	1	2	..	..	..	1	2	5	..	4	..	..	..	..	..	0	2	8
Meriden...	3	3	4	6	11	7	10	7	12	9	6	2	8	13	3	10	8	6	7	8
Middlebury...	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	..	..	0	0	1
Milford...	..	..	1	..	..	1	4	..	1	2	2	3	..	..	2	2	2	2	2	1
Naugatuck...	..	..	..	..	..	..	..	1	2	..	..	2	..	..	..	3	4	2	1	3
North Branford...	..	..	1	..	2	..	..	..	2	1	..	1	..	..	..	1	1	0	0	0
North Haven...	..	1	..	1	1	2	..	..	..	..	..	..	..	..	1	2	1	1	4	0
Orange...	1	..	..	..	..	1	..	1	1	1	5	3	4	3	7	10	3	5	2	1
Oxford...	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	..	0	0	0
Prospect...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	0	1	0	1	0
Seymour...	..	..	..	..	1	2	1	1	..	..	1	..	..	3	2	0	4	1	1	3
Southbury...	1	1	..	..	..	..	..	..	..	..	..	2	..	..	2	2	2	2	0	0
Wallingford...	2	4	4	3	5	..	2	3	6	7	1	9	2	2	5	3	7	9	2	3
Waterbury...	..	2	4	1	3	6	2	15	4	1	2	3	6	8	4	20	14	18	8	10
Woodbridge...	..	1	..	..	..	..	..	..	..	..	1	..	..	2	1	..	..	0	1	0
<i>New London Co.</i>																				
New London...	2	2	2	1	..	..	2	1	1	..	1	1	..	3	..	0	1	0	1	3
Norwich...	2	5	1	2	1	2	5	3	5	7	6	5	18	7	11	11	14	7	11	6
Bozrah...	..	..	..	..	..	..	1	..	..	..	1	..	..	1	1	1	0	1	0	1
Colchester...	1	2	1	1	1	1	1	1	2	1	1	1	1	1	3	3	3	2	1	4
East Lyme...	..	..	..	..	..	..	..	..	1	..	..	..	..	1	..	0	1	2	0	1
Franklin...	..	..	..	1	..	..	..	..	1	..	..	..	..	1	1	1	0	1	0	3
Griswold...	..	2	1	..	..	..	..	1	..	..	..	1	..	..	..	0	1	0	1	0
Groton...	3	1	..	..	..	..	..	1	..	..	..	1	2	..	0	1	1	1	0	0
Lebanon...	..	1	..	1	..	1	2	2	3	1	1	..	1	5	4	2	1	1	2	2
Ledyard...	..	..	4	..	..	..	..	2	1	..	..	..	..	1	..	1	0	0	0	0
Liabon...	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	1	1	1	1
Lyme...	..	2	1	1	..	..	..	..	1	..	1	..	..	2	1	1	1	1	0	0
Montrville...	..	..	..	..	..	1	..	2	..	..	1	..	..	2	1	1	1	1	0	0
N. Stonington...	..	1	2	1	..	..	..	1	1	..	..	3	2	..	3	1	1	0	0	0
Old Lyme...	..	1	2	..	..	..	..	..	..	..	1	1	..	..	..	1	1	1	0	1
Preston...	..	..	..	..	..	1	..	1	1	1	..	2	3	..	1	1	1	0	2	1
Salem...	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1	0
Sprague...	..	..	..	2	2	..	..	..	..	..	1	..	..	..	1	0	..	0	0	0
Stonington...	..	..	1	2	2	..	2	3	3	..	..	1	6	3	5	1	1	1	1	2
Valantown...	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	2	0	0
Watford...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	..	..	..	..
<i>Fairfield Co.</i>																				
Bridgeport...	..	..	..	1	3	..	..	..	2	..	5	1	2	4	1	2	2	2	2	2
Danbury...	1	..	..	1	..	..	1	2	2	1	..	2	4	..	2	1	5	3	3	3
Bethel...	..	..	2	..	..	..	1	..	2	..	2	2	2	3	1	3	4	0	0	0
Brookfield...	..	..	1	..	..	..	..	..	..	..	..	..	..	..	1	1	1	1	0	0
Darien...	..	..	..	1	..	..	2	..	..	..	..	..	..	..	1	0	0	0	1	2
Easton...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	0	0
Fairfield...	..	1	..	..	..	..	..	..	1	1	1	2	..	..	1	..	1	0	0	1
Greenwich...	..	1	1	..	..	3	..	..	1	..	..	1	1	..	1	2	2	2	2	2
Huntington...	..	1	..	..	1	..	..	1	1	1	3	2	3	..	1	2	1	2	1	0
New Canaan...	1	..	..	1	..	1	..	..	..	..	..	1	..	..	2	2	1	1	0	0
New Fairfield...	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	0	0
Newtown...	..	1	2	1	..	1	..	2	3	..	1	1	1	1	1	1	1	3	0	1
Norwalk...	1	1	1	4	4	2	3	3	2	5	7	11	4	5	8	9	8	9	8	8
Redding...	..	..	3	1	..	1	..	..	..	..	..	1	..	..	0	2	0	2	1	0
Ridgefield...	..	1	..	1	1	1	..	..	..	..	..	..	2	2	0	1	3	1	0	0
Sherman...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	0	0	0	0
Stamford...	1	2	1	1	1	1	5	2	5	2	9	4	2	5	10	3	6	10	2	0
Stratford...	..	1	1	2	2	1	..	1	1	..	2	5	3	2	3	0	4	6	4	1
Trumbull...	..	..	..	..	..	..	3	..	1	..	..	..	..	..	1	1	1	1	0	0
Westport...	..	2	1	..	1	1	..	3	1	1	2	..	2	1	2	2	0	2	3	0
Wilton...	..	..	..	..	..	..	..	..	1	..	..	2	..	..	0	1	0	1	0	0
<i>Windham Co.</i>																				
Brooklyn...	..	..	..	..	..	..	..	1	5	..	..	1	1	2	0	..	1	0	0	0
Ashford...	..	..	..	..	..	..	1	1	1	1	1	2	..	..	0	..	0	1	0	0
Canterbury...	..	1	1	..	1	1	..	..	..	..	..	3	..	..	0	..	0	0	0	0
Chaplin...	..	..	..	..	2	..	1	..	..	..	..	2	1	..	0	..	0	0	0	0
Eastford...	..	1	..	..	..	1	..	..	..	..	..	1	..	3	0	..	0	0	1	0
Hampton...	1	1	..	2	..	..	..	..	1	..	2	1	..	1	0	..	4	2	1	4
Killingly...	..	..	..	..	..	1	1	2	..	1	3	2	1	..	1	2	1	0	2	0
Painfield...	..	..	..	..	..	..	..	1	..	1	..	..	2	..	0	..	1	0	0	0
Pomfret...	..	..	..	..	..	..	..	1	..	1	..	..	2	..	0	..	..	1	0	0

	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
<i>Windham Co.—</i>																				
<i>Continued</i>																				
Putnam	..	..	..	..	..	2	..	..	1	..	..	1	1	..	2	0	..	1	2	1
Scotland	..	..	..	..	..	..	1	1	..	2	..	1	..	..	..	0	..	3	0	0
Sterling	..	..	..	..	..	..	1	..	..	4	..	..	..	..	..	1	..	0	0	0
Thompson	..	..	..	..	..	1	1	..	..	1	2	..	1	1	2	0	..	0	0	1
Windham	..	..	..	..	..	1	5	15	13	11	11	12	6	8	8	18	13	15	9	9
Woodstock	..	2	2	..	..	..	1	..	..	..	..	..	..	..	2	1	..	0	0	0
<i>Litchfield Co.</i>																				
Litchfield	1	1	1	..	1	1	2	..	..	3	1	1	..	..	..	0	1	1	0	0
Barkhamsted	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	0	..	0	0	0
Bridgewater	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	0	..	0	0	0
Canaan	..	..	..	..	1	1	..	..	3	..	..	1	..	1	..	0	..	1	0	3
Colebrook	..	..	1	..	..	..	..	..	..	..	..	1	..	..	..	0	..	0	1	0
Cornwall	..	1	..	..	..	..	..	..	..	..	2	2	..	..	3	1	1	0	0	0
Goshen	..	..	1	..	..	..	..	2	..	..	..	1	..	..	1	..	0	0	0	0
Harwinton	..	..	..	..	1	..	1	..	1	..	..	1	..	..	..	0	..	0	1	0
Kent	..	1	1	1	..	..	..	..	..	..	..	1	2	2	2	0	1	1	0	1
Morris	..	1	1	1	..	..	..	..	..	..	..	1	1	1	..	0	..	0	0	0
New Hartford	..	1	2	1	..	2	..	1	1	1	..	..	..	1	3	..	4	1	1	1
New Milford	..	..	..	..	..	..	..	..	1	..	3	2	..	1	0	1	1	0	0	0
Norfolk	..	..	..	..	..	..	..	..	..	..	..	1	1	1	..	0	..	0	2	0
North Canaan	..	1	..	1	..	..	1	..	..	..	..	1	..	1	..	0	..	2	0	0
Plymouth	3	..	1	..	2	6	..	2	4	..	1	2	2	2	2	0	4	1	3	3
Roxbury	..	1	..	..	..	..	..	..	..	..	..	..	..	1	0	..	1	1	0	0
Salisbury	..	..	1	1	..	3	1	1	1	2	2	3	1	2	0	1	2	3	0	0
Sharon	..	2	..	1	1	..	..	..	..	2	..	..	..	..	2	..	0	0	4	0
Thomaston	..	..	..	..	..	..	..	..	1	..	..	3	2	1	0	1	0	1	2	2
Torrington	1	3	1	..	2	1	3	..	1	2	1	..	1	1	1	1	1	0	0	2
Warren	..	..	..	..	..	1	..	..	..	2	..	1	..	..	0	..	0	0	0	0
Washington	1	..	1	..	1	1	1	1	1	..	1	..	..	..	0	..	0	1	0	0
Watertown	..	3	..	..	1	2	1	..	..	..	1	..	..	1	1	1	1	1	0	0
Winchester	..	1	..	1	1	3	2	..	4	1	3	4	3	..	2	1	2	1	3	3
Woodbury	..	..	..	..	..	1	..	..	..	..	..	..	1	2	1	..	0	0	0	0
<i>Middlesex Co.</i>																				
Middletown	1	6	2	..	..	4	8	2	..	4	4	8	2	2	8	6	7	7	9	3
Haddam	..	2	..	..	..	2	..	..	..	..	..	4	2	1	1	0	1	0	0	0
Chatham	..	..	1	..	..	3	3	6	3	..	2	..	..	1	1	0	1	0	0	0
Chester	..	..	..	1	1	..	..	..	..	..	..	..	2	1	0	..	0	1	2	1
Clinton	..	..	..	..	..	..	1	..	..	..	..	..	..	1	..	0	2	1	1	0
Cromwell	1	..	1	..	1	..	1	1	1	..	..	..	..	..	0	1	0	1	0	0
Durham	..	..	1	2	2	1	..	..	..	..	1	2	..	2	0	..	1	0	1	0
East Haddam	..	1	..	1	..	1	..	1	2	..	1	..	..	1	0	2	1	0	1	0
Essex	..	..	3	1	2	1	1	1	1	..	..	..	..	2	1	3	2	1	0	0
Killingworth	1	1	..	..	..	..	1	..	1	..	..	..	..	..	0	..	0	0	0	0
Middlefield	..	..	1	1	2	..	..	1	..	1	..	..	..	..	0	1	0	0	0	0
Old Saybrook	..	..	..	..	1	..	..	..	..	..	..	..	..	..	0	..	0	0	0	0
Portland	..	1	2	1	3	3	..	4	4	2	1	..	3	1	3	4	..	3	2	3
Saybrook	..	..	..	1	2	..	..	1	1	..	3	2	1	..	0	..	1	2	0	0
Westbrook	..	..	..	1	1	..	..	..	..	..	..	1	..	..	0	..	1	0	0	0
<i>Tolland Co.</i>																				
Tolland	..	..	..	..	..	..	..	..	..	..	..	2	1	1	..	3	0	0	0	1
Andover	..	1	..	..	..	..	..	..	..	..	..	..	..	1	..	..	0	0	0	0
Bolton	..	1	1	..	..	1	..	..	..	1	1	..	..	..	..	..	0	0	0	0
Columbia	..	1	1	1	..	1	..	1	1	..	2	1	1	..	..	1	2	0	0	0
Coventry	..	..	..	..	1	1	2	..	3	5	2	2	..	..	..	..	..	0	0	0
Ellington	..	1	1	1	1	1	1	..	1	..	..	..	..	..	..	1	0	1	2	0
Hebron	..	..	..	2	..	..	..	3	3	..	1	..	..	..	1	0	0	0	0	0
Mansfield	1	1	..	1	1	1	2	..	2	4	..	3	1	2	1	1	0	2	1	1
Somers	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	0	0	0	0
Stafford	1	..	..	..	..	..	2	..	1	..	2	3	1	..	2	2	0	1	3	0
Willington	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	..	0	0	2	0
Vernon	..	1	3	1	..	1	1	2	1	2	..	1	2	..	6	2	0	4	2	2
Other States	..	1	2	8	6	8	2	7	10	7	4	7	16	23	13	11	13	13	13	10

From this table it appears that 89 towns had no representatives at either of the normal schools in the year under review.

The following is a summary of the preceding table by towns:

TABLE XLVIII

Andover.....	2	East Haven.....	4	Monroe.....	0	Sherman.....	2
Ansonia.....	60	East Lyme.....	11	Montville.....	10	Simsbury.....	20
Ashford.....	7	Easton.....	3	Morris.....	5	Somers.....	1
Avon.....	6	East Windsor.....	33	Naugatuck.....	18	Southbury.....	8
Barkhamsted.....	2	Ellington.....	11	New Britain.....	262	Southington.....	41
Beacon Falls.....	1	Enfield.....	63	New Canaan.....	10	South Windsor.....	19
Berlin.....	23	Essex.....	19	New Fairfield.....	1	Sprague.....	7
Bethany.....	2	Fairfield.....	9	New Hartford.....	18	Stafford.....	18
Bethel.....	22	Farmington.....	37	New Haven.....	465	Stamford.....	76
Bethlehem.....	0	Franklin.....	7	Newington.....	21	Sterling.....	6
Bloomfield.....	15	Glastonbury.....	14	New London.....	21	Stonington.....	32
Bolton.....	6	Goshen.....	5	New Milford.....	9	Stratford.....	38
Bozrah.....	6	Granby.....	7	Newtown.....	21	Suffield.....	15
Branford.....	23	Greenwich.....	17	Norfolk.....	4	Thomaston.....	11
Bridgeport.....	27	Griswold.....	7	North Branford.....	9	Thompson.....	10
Bridgewater.....	1	Groton.....	11	North Canaan.....	6	Tolland.....	8
Bristol.....	60	Guilford.....	18	North Haven.....	14	Torrington.....	21
Brookfield.....	4	Haddam.....	12	N. Stonington.....	15	Trumbull.....	9
Brooklyn.....	11	Hamden.....	20	Norwalk.....	100	Union.....	0
Burlington.....	2	Hampton.....	10	Norwich.....	123	Vernon.....	20
Canaan.....	11	Hartford.....	376	Old Lyme.....	8	Voluntown.....	2
Canterbury.....	10	Hartland.....	1	Old Saybrook.....	1	Wallingford.....	70
Canton.....	13	Harwinton.....	5	Orange.....	48	Warren.....	4
Chaplin.....	6	Hebron.....	10	Oxford.....	3	Washington.....	9
Chatham.....	21	Huntington.....	17	Plainfield.....	17	Waterbury.....	131
Cheshire.....	21	Kent.....	11	Plainville.....	16	Waterford.....	3
Chester.....	9	Killingly.....	16	Plymouth.....	36	Watertown.....	13
Clinton.....	6	Killingworth.....	4	Pomfret.....	5	Westbrook.....	4
Colchester.....	27	Lebanon.....	30	Portland.....	40	West Hartford.....	25
Colebrook.....	3	Ledyard.....	12	Preston.....	14	Weston.....	0
Columbia.....	13	Lisbon.....	2	Prospect.....	3	Westport.....	24
Cornwall.....	10	Litchfield.....	14	Putnam.....	11	Wethersfield.....	43
Coventry.....	16	Lyme.....	11	Redding.....	11	Willington.....	4
Cromwell.....	7	Madison.....	17	Ridgefield.....	13	Wilton.....	5
Danbury.....	28	Manchester.....	55	Rocky Hill.....	9	Winchester.....	35
Darien.....	6	Mansfield.....	24	Roxbury.....	4	Windham.....	154
Derby.....	27	Marlborough.....	2	Salem.....	1	Windsor.....	17
Durham.....	12	Meriden.....	143	Salisbury.....	24	Windsor Locks.....	44
Eastford.....	2	Middlebury.....	3	Saybrook.....	14	Wolcott.....	0
East Granby.....	4	Middlefield.....	7	Scotland.....	8	Woodbridge.....	6
East Haddam.....	12	Middletown.....	83	Seymour.....	20	Woodbury.....	5
East Hartford.....	36	Milford.....	27	Sharon.....	12	Woodstock.....	8
							Total.....4,206

REPORTS OF NORMAL SCHOOLS

The reports of principals of Normal Schools are given below:

	PAGES
Report of Mr Marcus White, New Britain	125-127
Mr George P Phenix, Willimantic	127-130
Mr Arthur B Morrill, New Haven	130-131

REPORT OF MR MARCUS WHITE

MR C D HINE

Secretary of State Board of Education

SIR—The report of the New Britain State Normal School for the year 1901-1902 is herewith respectfully submitted:

ATTENDANCE

Graduates.....	88
Senior class.....	100
Senior Kindergarten class.....	18
Junior class.....	133
Junior Kindergarten class.....	17
Special students.....	4
Total.....	360

SUMMARY OF UNDERGRADUATES

Sixty-two towns are represented as follows:

Ansonia	1	Gulford	1	Salisbury	4
Berlin	3	Hampton	1	Saybrook	1
Bloomfield	1	Hartford	49	Seymour	1
Bristol	10	Lyme	1	Simsbury	1
Canaan	1	Manchester	8	Southington	12
Canton	5	Meriden	11	South Windsor	5
Cheshire	1	Middletown	14	Stafford	2
Chester	2	Naugatuck	1	Stamford	2
Clinton	1	New Britain	12	Suffield	2
Colebrook	1	New Canaan	2	Thomaston	2
Cornwall	1	New Hartford	3	Vernon	3
Cromwell	1	New Haven	6	Wallingford	3
Danbury	4	Newtown	1	Washington	1
East Hartford	5	Norfolk	2	Waterbury	14
East Windsor	1	Norwalk	2	Watertown	1
Ellington	2	Norwich	3	West Hartford	1
Enfield	5	Old Lyme	1	Wethersfield	6
Essex	3	Plymouth	3	Wilton	1
Farmington	3	Portland	4	Winchester	4
Franklin	1	Prospect	1	Windsor	3
Glastonbury	3	Ridgefield	1		

FROM WITHOUT THE STATE

California	1	New York	1
Canada	1	Pennsylvania	4
Maine	1	Virginia	1
Massachusetts	11	Washington	1

<i>Counties</i>	<i>Students</i>	<i>Towns</i>	<i>Counties</i>	<i>Students</i>	<i>Towns</i>
Hartford	135	10	Middlesex	27	8
New Haven	39	9	Tolland	7	3
New London	6	4	Windham	1	1
Fairfield	13	7			
Litchfield	23	11			
			Total	251	62
			From without the State,	21	
				272	

As will be seen by the foregoing tables the attendance of the New Britain Normal School during the past year is the largest for the last ten years, and the relief that is to be afforded by the erection of a new Model School building will come none too soon. The removal of the Model School children from the main building will release for recitation purposes several rooms. These, however, should be adapted for the work of the school. At the time the present building was erected there were no provisions made for laboratories nor for any science recitation rooms except physics and chemistry. The chemistry lecture room has been changed to a chemical laboratory, but no other provisions for laboratory work have been made. At a very slight expense the Model School rooms could be well equipped for laboratory purposes, and I hereby recommend that this be done.

There is another problem connected with the work of training teachers to which I should like to call attention. The vote passed by the State Board of Education during the past year requiring the equivalent of a high school education from all candidates for admission to the Normal Schools is a step in the right direction, but it is only a step. If the work set for the Normal Schools to accomplish in two years is to be properly done, a much more uniform preparation for the work should be demanded. One-half

of the time taken to complete the course is given to purely professional studies and the practice in the Model and Training Schools. The remaining half is altogether too short to do the work in, adequately, under the present conditions. For example, there are at the present writing ninety pupils who are taking a course in chemistry. Of these fifty have never studied chemistry at all, nineteen have had the equivalent of one hour a day for a whole school year of forty weeks, and the remainder of the class vary greatly in the amount of time they have given to the subject. To give a common course in chemistry to such a class is to waste the time of a large portion of the class. Similar difficulties are met in the other studies. The time has nearly come, it seems to me, when the State can properly ask for a definite preparation for the work of the Normal Schools.

In recording the changes that have taken place among the teachers of the Normal School, I regret greatly to announce the resignation of Miss Bertha McConkey as Supervisor of Training at South Manchester. For eleven years Miss McConkey gave the State of Connecticut the most faithful and efficient service; she endeared herself to a host of young women now scattered about the State, and her influence will be felt in our school for many years to come. As Assistant Superintendent of the schools of Springfield, Mass., Miss McConkey will have a somewhat larger field of labor, and our good wishes for her continued usefulness are gratefully extended to her.

Respectfully yours,

MARCUS WHITE,
Principal.

WILLIMANTIC

REPORT OF MR GEORGE F PHENIX

MR CHARLES D HINE

Secretary of State Board of Education

SIR—My ninth annual report as principal of the State Normal Training School in Willimantic is herewith respectfully submitted,

This report is for the year ending August 31, 1902.

REGISTRATION AND ATTENDANCE

Graduates, 1901	31
Senior Class	44
Junior Class	47
Kindergarten Training Class	3
Special Students	11
Whole number of resident students	105
Nonresident students	120
Whole number enrolled in Normal Department	225
Pupils in Model and Training Schools	455

ATTENDANCE BY TOWNS

Thirty-six towns are represented as follows:

Ashford	1	Killingly	2	Ridgefield	2
Brooklyn	2	Lebanon	3	Salem	1
Canterbury	1	Ledyard	3	Scotland	2
Canton	1	Mansfield	3	Stafford	1
Colchester	1	New Hartford	1	Stonington	2
East Haddam	1	New Haven	1	Tolland	1
East Lyme	3	North Canaan	1	Vernon	1
Ellington	1	North Stonington	1	Voluntown	1
Franklin	3	Norwich	19	Waterford	1
Griswold	1	Plainfield	2	Windham	25
Groton	1	Plymouth	1		
Hartford	1	Preston	3	Total	98
Hebron	1	Putnam	3		

OTHER STATES

New Jersey	3
New York	2
Nova Scotia	1
Rhode Island	1
	<u>7</u>
	105

ATTENDANCE BY COUNTIES

<i>Counties</i>	<i>Students</i>	<i>Towns</i>
Hartford	2	2
New Haven	1	2
New London	43	14
Fairfield	2	1
Windham	37	8
Litchfield	3	3
Middlesex	1	1
Tolland	9	6
	<u>98</u>	<u>36</u>

TEACHERS

George P. Phenix, Principal <i>Psychology</i>	Frederick W. Staebner <i>Science, Geography</i>
Jennie E. Chapin <i>Mathematics, Gymnastics, Writing</i>	Edwin C. Andrews <i>Grade VIII</i>
Emelene A. Dunn <i>Drawing</i>	Margaret A. Egan <i>Grade IV</i>
Mabel I. Jenkins <i>History, English</i>	Anna B. Griswold <i>Kindergarten</i>
Harriette Wilson <i>Music</i>	Eliza A. Cheyney <i>Grade III</i>
Sarah J. Walter <i>Methods, Training</i>	Eliza G. Rawson <i>Librarian</i>
May E. Davison <i>Grade V</i>	Blanche E. Henshaw <i>Grades I, II</i>
Eliza Graeme Graves <i>Kindergarten Principal</i>	Ella C. Stanton <i>Grade VI</i>
Jennie E. Dennehy <i>Grade VII</i>	Harry Houston <i>Supervisor of Writing</i>

At the close of the year Miss Harriette Wilson resigned after a service of nearly eight years. The vacancy will be filled by Miss Mary M. Souther of Quincy, Mass.

Miss Blanche E. Henshaw also resigned. Miss Henshaw leaves to accept a position in a Massachusetts Normal School. Her position will be temporarily filled by Miss Julia W. Swift, a former teacher.

In the school at Windham one change has to be reported. Miss Mary Sullivan succeeds Miss Lillian I. Pegrum in the primary grades. The school at Windham is deserving of special mention for the excellence of its work during the past year. It is a matter of regret that it is so far from the Normal School as to be of no service as a school for observation. Upon the completion of the proposed trolley line we shall be glad to use the school there for this purpose. Many of our graduates go into schools of two or three departments, and an opportunity to study schools of this character is not afforded in a closely graded city system.

CORRESPONDENCE DEPARTMENT

In my last report I recommended the establishment of a correspondence department in connection with this school. Such a department is now an accomplished fact.

During the Christmas holidays about 1,000 circulars were sent from your office to the non-normal graduates teaching in some of the smaller towns of the State. Responses were received from more than ten per cent. of those to whom circulars were sent and before the first of April 120 nonresident students were enrolled. As many of them were attempting to carry two subjects our regular teachers were unable to do all the additional work, and Miss Celeste E. Bush of Niantic, a former teacher in the Normal School at New Britain, and Mrs. Mary Avery Gates, formerly a teacher in this school, were engaged to assist in this new department. In the correspondence department the students are distributed through the State as follows:

Barkhamsted	1	Newington	1	Rocky Hill	1
Bethel	1	New London	2	Salisbury	2
Borrah	1	New Milford	2	Simsbury	1
Canterbury	3	Newtown	1	Southington	2
Canton	2	Norfolk	2	Sprague	2
Colchester	1	North Canaan	1	Stafford	1
Colebrook	1	North Stonington	4	Stamford	1
Coventry	1	Norwalk	1	Stonington	1
Groton	3	Norwich	1	Suffield	1
Haddam	2	Plainfield	2	Thompson	1
Hamden	1	Danbury	2	Tolland	2
Hampton	1	Eastford	1	Vernon	2
Hartford	4	East Hartford	4	Warren	1
Huntington	3	Fairfield	1	Washington	2
Killingly	9	Farmington	2	Waterford	2
Killingworth	1	Franklin	1	Watertown	9
Lebanon	2	Glastonbury	1	West Hartford	9
Ledyard	1	Granby	1	Wilton	1
Manassett	1	Plymouth	1	Woodbridge	1
Middletown	1	Pomfret	1	Woodstock	1
Monroe	1	Portland	1		
Nagatuck	2	Ridgefield	1	Total	120

ATTENDANCE BY COUNTIES

Counties	Students	Towns
Hartford	29	12
New Haven	4	3
New London	21	12
Fairfield	13	10
Windham	19	8
Litchfield	22	10
Middlesex	5	4
Tolland	7	5
	120	64

So far it appears that the school made no mistake in undertaking this experiment. There seems to be a distinct field for effort in this direction.

The graduation exercises took place on the 27th of June. The names of those to whom diplomas were granted appear below.

Adams, Helen Quinby,	Willimantic	Kent, Edith May,	Putnam
Anthony, Martha I.,	Scotland	Lyman, Bertha E.,	Willimantic
Anthony, Mary Maud,	Scotland	Malone, Mary Agnes,	Greenville
Blackmar, Mac,	Killingly	Martin, Gertrude H.,	Willimantic
Bristol, Ethel Moseley,	Brooklyn, N. Y.	Mills, Lewis S.,	Canton Center
Carpenter, Anna L.,	Willimantic	Murphy, Agnes C.,	Norwich
Cherry, Elizabeth M.,	Norwich	O'Connell, Mary E.,	Norwich
Comings, Ida M.,	Providence, R. I.	Packer, Laura Lewis,	Mystic
Daniels, Grace L.,	Willimantic	Remington, Ada M.,	Willimantic
Finnegan, Catherine,	Canaan	Russ, Cora May,	Mt. Hope
Good, Julia Imelda,	Thamesville	Saunders, Winifred,	Waterford
Hoar, Helena A.,	Norwich	Sutton, Mabel E.,	North Windham
Kelley, Catherine,	Norwich	Sutton, Minnie Munson,	Red Bank, N. J.
Kennedy, Annie J.,	Westerly, R. I.	Woodworth, Sarah E.,	Merrrow

KINDERGARTEN TRAINING SCHOOL

Dimmick, Maud E.,	Willimantic	Royce, Helen Barnes,	Norwich
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Respectfully submitted

GEORGE P PHENIX

NEW HAVEN

REPORT OF MR ARTHUR B MORRILL

MR CHARLES D HINE

Secretary of the State Board of Education

SIR:—The report of the State Normal Training School for the year ending June 20, 1902, is hereby respectfully submitted.

The ninth year of the school commenced Tuesday, September 3, 1901. The attendance during the year was as follows:

Seniors	77
Juniors	146
Total	223

The number of teachers has been increased by the addition of the teachers of the Roger Sherman School, and also the following changes have occurred:

Mr H N Loomis resumed his work as teacher of science after one year's leave of absence for study at Harvard University.

Mr William E Brown of Stamford, Conn., took the place of Mr E B Birge as teacher of music. Mr Birge resigned to accept the position of musical supervisor in the schools of Indianapolis, Ind.

The Roger Sherman School of the New Haven school system was added to the Model Schools at the beginning of the year. The New Haven Board of Education voted to grant the use of this school as a Model School, in response to the request made by the State Board of Education. There are twelve rooms in the building, which increase the Model Schools now under supervision of the State Board of Education to twenty-eight rooms. The

Senior class is becoming so large each successive year that even this number is hardly adequate for the best practice in teaching. This fact makes it obvious that any increase in the number of pupils is questionable.

The needs of the school are carefully determined by the work which the pupils must do after graduation. Many of the graduates go into country schools as well as into those of larger communities, and therefore it is by watching the needs of these schools that the course of the Normal School can be made most helpful. The appropriation made by the State Board of Education for a two years' course has been sufficient. But as the work continues, opportunities for improvement necessitate increased expenditure. Therefore as the school grows older it may cost more.

The observation lessons, arranging simple apparatus and material for these lessons, the selection of profitable reading matter for schools, instruction and interest of pupils in this reading, drill in mathematics, penmanship, written language, and oral expression, with practice in teaching, are some parts of the course that have received special attention, and the results have been manifest in the better preparation of the pupils for teaching after they have been in the school only a few months.

Seventy-three Seniors graduated from the school June 18, 1902, making the total number of graduates of the school five hundred and three, who, with very few exceptions, are teaching successfully in the common schools of the State.

Respectfully submitted

ARTHUR B MORRILL

Principal

MODEL AND PRACTICE SCHOOLS

The following tables give the number of model and practice schools established at the Normal Schools under the law which runs as follows :

Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.
— *General Statutes, Section 2284.*

NEW BRITAIN

MODEL SCHOOLS

Kindergarten	75	Grade V	40
Grade I	48	" VI	37
" II	54	" VII	37
" III	40	" VIII	32
" IV	40	" IX	..

TRAINING SCHOOL

SOUTH MANCHESTER

East School Building

Grade VI	.	.	.	145 pupils in 5 rooms
" V	.	.	.	151 " 5 "
" IV	.	.	.	154 " 5 "
" III	.	.	.	163 " 5 "
" II	.	.	.	184 " 6 "
" I	.	.	.	150 " 7 "
Total	.	.	.	947 pupils in 33 rooms

Morning kindergarten	.	.	87 pupils in 9 groups
" "	.	.	54 " 8 "
Total	.	.	141 pupils in 17 groups

Cooper Hill Building

Grade II	.	.	55 children in 2 rooms
" I	.	.	53 " 2 "
Total	.	.	108 children in 4 rooms

Total 1,196

WILLIMANTIC

MODEL AND PRACTICE SCHOOLS

1 Windham Street School

Kindergarten	.	.	78	Grade III a	.	.	21
Grade I a	.	.	18	" III b	.	.	18
" I b	.	.	14	" IV	.	.	27
" I c	.	.	15	" V	.	.	29
" I d	.	.	10	" VI	.	.	35
" II a	.	.	20	" VII a	.	.	37
" II b	.	.	19	" VIII b	.	.	8
				" VIII	.	.	25 — 374

2 Windham School

Grade I	.	.	11	Grade V	.	.	
" II	.	.	9	" VI	.	.	13
" III	.	.	9	" VII	.	.	13
" IV	.	.	18	" VIII	.	.	15 — 88

3 Oak School

Kindergarten	.	.	21	Grade III	.	.	8
Grade I	.	.	11	" IV	.	.	9
" II	.	.	8	" V	.	.	10 — 67

NEW HAVEN
MODEL SCHOOLS

1 Dwight School

Kindergarten	41	Grade V b	40
Grade I	38	" VI	40
" II	36	" VI b	38
" III	36	" VII	38
" IV	39	" VII b	40
" IV b	39	" VIII	40—505
" V	40		

2 Orchard Street School

Grade I	37	Grade III	34
" II	36	" IV	40—147

3 Roger Sherman School

Kindergarten	36	Grade V	42
Grade I	60	" VI	37
" II	80	" VII	38
" III	75	" VIII	41—490
" IV	81		

1,142

EXPENSES

Below will be found the expenses of the Normal Schools since 1883. The amounts received from the state [state grant] and the amounts from the towns in which the schools are located [town grant] are given in separate columns. There was no contract with New Britain until 1902.

EXPENSES OF NORMAL SCHOOLS

1881-1902

State Grant

	New Britain	Willimantic	New Haven
1881	\$11,300.00	.....	.....
1882	12,000.00	.....	.....
1883	12,100.00	.....	.....
1884	14,527.79	.....	.....
*1885	13,289.41	.....	.....
1886	14,625.51	.....	.....
1887	17,000.00	.....	.....
1888	18,341.33	.....	.....
1889	18,658.62	.....	.....
1890	19,444.62	\$9,429.26	.....
1891	20,555.38	10,570.74	.....
1892	34,728.92	12,008.62	.....
1893	36,786.40	16,387.08	.....
1894	34,838.62	16,533.77	\$15,469.29
1895	32,384.29	15,459.41	11,333.05
1896	26,395.79	17,346.64	15,368.01
1897	26,752.62	15,989.36	15,142.88
1898	27,806.89	18,632.92	16,124.87
1899	31,547.92	19,000.19	18,028.30
1900	24,597.56	14,958.17	13,927.19
1901	28,943.75	21,322.78	16,353.01
1902	24,471.69	15,669.05	16,984.34

* 7 months

<i>Town Grant</i>			
	New Britain	Willimantic	New Haven
1883	\$67.00 *	.....	.....
1884	289.25 †	.....	.....
1885	1,384.92 †	.....	.....
1886	2,191.40 †	.....	.....
1887	2,789.44 †	.....	.....
1888	2,289.82 †	.....	.....
1889	2,374.45 †	.....	.....
1890	3,412.30 †	\$1,625.00	.....
1891	4,118.47 †	5,329.93	.....
1892	5,037.82 †	3,744.91	.....
1893	5,062.98 †	5,658.07	.....
1894	5,947.29 †	6,702.53	\$2,465.00
1895	2,518.70 †	7,482.94	2,565.00
1896	3,903.04 †	8,299.88	13,334.71
1897	3,755.64	8,033.97	15,144.70
1898	3,974.88	7,215.64	10,227.37
1899	3,591.66	7,803.18 †	9,933.16
1900	4,741.24	7,093.11	10,804.01
1901	4,968.11	8,677.42	11,370.29
1902	4,796.57	8,349.11	17,541.20

* Not from the town of New Britain
 † \$100.00 from sale of partitions

† Tuition fees are included

TOTAL			
<i>Town and State Grants</i>			
	New Britain	Willimantic	New Haven
1881	\$11,300.00	.....	.....
1882	12,000.00	.....	.....
1883	12,067.00	.....	.....
1884	14,817.04	.....	.....
1885	14,674.33	.....	.....
1886	16,816.91	.....	.....
1887	19,789.44	.....	.....
1888	20,632.15	.....	.....
1889	21,033.07	.....	.....
1890	22,856.92	\$11,054.26	.....
1891	24,673.85	15,900.67	.....
1892	39,766.76	15,753.53	.....
1893	41,849.38	22,045.15	.....
1894	40,785.91	23,236.30	\$17,934.29
1895	34,902.99	22,942.35	13,898.05
1896	30,298.83	25,646.52	28,702.72
1897	30,508.26	24,023.33	30,287.58
1898	31,781.77	25,848.56	26,362.24
1899	34,139.58	26,803.37	27,961.46
1900	29,338.80	22,051.28	24,731.20
1901	33,911.86	30,000.20	27,723.30
1902	29,268.26	24,018.16	34,525.54

APPROPRIATIONS FOR NORMAL SCHOOL BUILDINGS—1881-1901

	1881	1883	1886	1887	1889	1893	1895	1897	1901	Total Expended
NEW BRITAIN										
Building	\$75,000.00	....	....	....	....	....	....	....	....	....
Grad. and grds.		\$5,900.00	....	....	....	....	....	....	....	....
Flt. and furnsh.		7,100.00	....	....	....	....	....	....	....	....
Repairs and gds.			\$7,070.00	....	....	....	....	....	....	....
Blf. for contrac'r				\$181.41	....	....	....	....	....	....
Amex					\$25,000.00	....	....	....	....	....
Kinder'ten bldg.							\$10,500.00	....	....	....
Heat and vent.							2,500.00	....	....	....
Mod. school bldg.									\$25,000.00	\$147,681.41
WILLIMANTIC										
Building					\$50,000.00	\$75,000.00	....	....	....	....
Grading							5,000.00	....	....	....
North wing									18,000.00	\$148,000.00
NEW HAVEN										
Building						\$100,000.00	....	....	....	....
Grading								\$350.00	....	\$100,350.00
BRIDGEPORT										
Building							\$100,000.00	....	....	....
										\$396,031.41

¹ In addition to this, the town of New Britain gave \$25,000.00

² Not used; repealed in 1889

³ Site given by town

⁴ Not used; repealed in 1897

⁵ Site given by town

LEGISLATION AND AGREEMENTS

Agreements have been made with the towns of New Britain and Willimantic and the city school district of New Haven. The general law relating to such contracts runs as follows :

The State Board of Education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at the places where such schools are legally established, and such sum as the State Board of Education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the State, on the order of said board ; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district, in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board ; and every such town, city, or city school district is hereby empowered to make and execute such agreements. — *General Statutes, Section 2280.*

The sections of the special acts which specifically authorize the contracts and the contracts are given below.

WILLIMANTIC

SPECIAL ACT

Providing for the erection of a Normal School Building and making appropriation therefor

Resolved by this Assembly: SECTION 1. That the state board of education shall procure plans, obtain a site, and cause to be constructed a building for the use of a state normal school at Willimantic, in the town of Windham.

SEC. 2. The sum of seventy-five thousand dollars is hereby appropriated for that purpose, and the comptroller shall draw his order on the treasurer in favor of said board from time to time for such sums as it shall require, to be paid out of any money that shall be appropriated by the general assembly for that purpose. The board shall as often as once in every three months file vouchers with the comptroller for all moneys expended by it.

SEC. 3. The said board shall not expend any money under this act until the town of Windham shall have conveyed to said board, free of expense to the state, a site which shall be satisfactory to said board, and has agreed in writing with said board to hereafter furnish suitable and sufficient school buildings and model and practice schools, in connection with the training department of said normal school, the terms of said agreement to be satisfactory to said board. Said town is hereby authorized to appropriate a sum sufficient to pay for said site at a meeting specially warned and held for that purpose, and to make and carry out the agreement above provided for.

SEC. 4. The entire expense of plans, fitting, and furnishing shall not exceed the sum herein authorized to be expended.

SEC. 5. No member of said board shall receive any compensation for services in connection with the construction of said building.

Approved, June 21, 1889.

AGREEMENT

The Town of Windham, a municipal corporation in the County of Windham and State of Connecticut, hereby agrees with the State Board of Education of said state, to wit: Morgan G Bulkeley, Samuel E Merwin, William G Sumner, Edward D Robbins, Anthony Ames, and George M Carrington and their successors as members of said State Board of Education as follows, viz.:

That it, the said Town of Windham, will hereafter furnish and maintain or cause to be maintained during forty weeks in each year for Model and Practice Schools in connection with the training department of the State Normal School, at Willimantic at least one free public kindergarten containing not less than forty scholars, and also such free public ungraded schools and such free public graded schools, containing all grades of scholars as shall be from time to time asked for by said State Board of Education for said purpose.

That of these a kindergarten and schools of all primary, intermediate, and grammar grades at least as large as the present schools of the First School District, shall be located as near the site of the State

Normal School as are at present the said schools of the First School District.

That the State Board of Education shall have the right to select the teachers to be employed in said schools and to dismiss them, and to regulate the discipline and the course and methods of study in said schools.

That there shall be one teacher for each room in said schools and the Town of Windham shall pay or cause to be paid so much of the salary of each teacher as equals the average amount paid teachers in other public schools of the said grade within said town, such amount not to be less than four hundred and fifty dollars per annum, and the state shall pay the balance of the salary agreed upon between such teacher and said State Board of Education.

That the Town of Windham shall pay or cause to be paid so much for supplies bought by the State Board of Education for said schools as shall equal the average amount per scholar paid for supplies for other public schools of the same grade within said town multiplied by the number of scholars in these schools, such sum not to be less than \$10 per year for each room, and the state shall pay the balance.

That the Town of Windham will furnish and maintain or cause to be maintained in good repair, suitably furnished and in such condition as shall not impair or threaten the health of any pupils or teachers therein, proper buildings for such schools, containing such rooms as will permit all the pupils to be suitably seated without having more than forty pupils in one room.

That it will cause said buildings to be properly heated, ventilated, and kept clean, and will provide or cause to be provided such janitors and laborers as are required in order to keep said buildings in all respects in proper condition for the schools therein to be held.

IN WITNESS WHEREOF, The Town of Windham has caused this agreement in writing to be executed on this 16th day of June, 1890, by John M Hall, Elliott B Sumner, and Charles A Capen, a committee duly authorized thereto.

JOHN M HALL
ELLIOTT B SUMNER
CHARLES A CAPEN

NEW HAVEN

SPECIAL ACT

Concerning State Normal Schools of New Haven and Bridgeport

Resolved by this Assembly: SECTION 1. That the state board of education shall procure plans, obtain sites, and cause to be constructed and furnished two buildings for use as state normal schools, one at New Haven, and one at Bridgeport, at an expense to the state of not exceeding two hundred thousand dollars.

SEC. 2. The comptroller shall draw his orders on the treasurer in favor of said board, from time to time, for such sums as it shall require, to be paid out of any money that shall be appropriated by the general assembly for such purposes, upon the presentation of proper vouchers for expenditures made in such construction and furnishing. The board shall, as often as once in three months, file vouch-

ers with the comptroller for all money expended by it for said purposes; provided, that not more than twenty-five thousand dollars shall be drawn from said appropriation for each of said buildings in any one year; but such appropriation shall not lapse, but shall remain a fund to be drawn upon at any time within four years from the passage of this resolution.

SEC. 3. Should the city of Bridgeport or the New Haven City School District desire the completion of said buildings at a date earlier than the money so appropriated may be available, said city or school district may advance to said board funds necessary therefor, and any money so advanced may be refunded by the board when drawn from such appropriation; but no interest shall be paid on sums so advanced.

SEC. 4. Should said city of Bridgeport or the New Haven City School District desire the erection of a building more expensive than the sum limited by this resolution, they may respectively pay to said board for that purpose any sum necessary therefor.

SEC. 5. The said board shall not expend any money under this resolution for said buildings until the city of Bridgeport and the New Haven City School District, respectively, shall have conveyed to said board, free of expense to the state, sites which shall be satisfactory to said board, and shall have respectively agreed in writing with said board to hereafter furnish suitable and sufficient school buildings, and model and practice schools, in connection with the training department of said normal schools, the terms of said agreement to be satisfactory to said board. Said city and school district are respectively hereby authorized to appropriate sums sufficient to pay for said sites at meetings specially warned and held for that purpose, and to make and carry out the agreements herein provided for.

SEC. 6. Both or either of said schools may be opened for students in September, 1893, or at any time thereafter, whenever said city of Bridgeport or said New Haven City School District shall furnish free of charge a building or rooms satisfactory to said board to be occupied until the buildings authorized by this resolution are completed.

Approved, May 25, 1893.

AGREEMENT

WHEREAS, By the provisions of the Resolution concerning State Normal Schools at New Haven and Bridgeport, adopted by the Legislature of this State at its January Session, 1893, the State Board of Education is forbidden to expend any money under said resolution for a building for the State Normal School at New Haven, until the New Haven City School District has agreed in writing with said Board to furnish suitable and sufficient school buildings and Model and Practice Schools in connection with the training department of said Normal Schools and said School District is authorized to make and carry out such an agreement, and

WHEREAS, The State Board of Education is desired by said New Haven City School District to immediately commence expenditures for said building,

Now, **THEREFORE**, The New Haven City School District hereby agrees with and promises the State of Connecticut and Luzon B Morris, Ernest Cady, George M Carrington, William G Sumner, Edward D Robbins, and Anthony Ames, constituting the State Board of Education of the State of Connecticut, and their successors in office, as members of said Board, as follows:

I. SAID DISTRICT will always hereafter furnish and, except as hereinafter provided, will maintain at its expense such of the public schools within said District as said State Board of Education shall, from time to time, deem fitted in respect to their grade and location, as well as in other respects, and so many of them as they shall from time to time regard as necessary, in order to supply suitable and sufficient Model and Practice Schools in connection with the training department of the State Normal School in New Haven.

II. The rooms or buildings furnished by the District for such Practice and Model Schools shall be kept in good repair and in such condition as shall not impair or threaten the health of the pupils or teachers therein, and the rooms shall be such as will permit all the pupils therein to be seated singly. The members of the State Board of Education and their officers and agents shall at all times have the right to enter upon and use the school property of said District so far as may be necessary for all purposes incident to the Model and Practice Schools aforesaid.

III. SAID DISTRICT will cause the school buildings or rooms which it furnishes, as aforesaid, for Model and Practice Schools, to be properly heated and to be kept clean, and will provide one janitor for each building in which said schools are situated, to care for the same and keep it in proper condition in all respects. Said janitor to be in all matters pertaining to the school subject to the direction of the Principal in charge of said building, as now provided by the rules of said District.

IV. THE STATE BOARD OF EDUCATION shall always have the right to select the teachers employed in the schools furnished as aforesaid and to dismiss them at pleasure, and to regulate the discipline and course and methods of study in said schools.

V. THE STATE BOARD OF EDUCATION shall not be obliged to receive more than forty (40) pupils in any room. The said District will employ one teacher for each room, who shall be selected as hereinbefore provided by the State Board of Education.

VI. THE SAID DISTRICT will furnish for said Model and Practice Schools such ink, pens, pencils, crayons, books, and other supplies as shall be deemed necessary for the proper conduct of these schools, by the principal of the State Normal School, at New Haven, upon his requisition therefor.

VII. SAID DISTRICT will maintain said schools during forty (40) weeks in each year.

VIII. THIS AGREEMENT is in all respects made subject to the following understanding had with the State Board of Education and accepted by them as a qualification of this instrument:

1. If the salary of any teacher selected by said Board shall exceed the maximum amount paid to teachers in other public schools of the

same grade within said District, the excess of such salary over and above that amount shall be paid by the state, and if any such teacher has had less than three years experience in teaching, the excess of such salary over and above what such a teacher would be paid under the rules and practice of said District shall be paid by the state.

2. If the cost of supplies required in any school year for Model and Practice Schools by the principal of the State Normal School shall exceed the average amount of thirty-five dollars (\$35) per room, the excess over and above this amount shall be paid by the state.

3. The State Board of Education agrees that the scholars in said Model and Practice Schools shall be taught as thoroughly and advanced as rapidly in the studies prescribed by the Board of Education of the New Haven City School District for the public schools of said District as in the average schools of corresponding grades within said District.

4. In case a part only of the schools in any building is used as Model and Practice Schools in connection with said Normal School, the responsibility for discipline and maintenance of order within the building shall be vested in the principal in said building, in accordance with the rules now in force in said District.

IN WITNESS WHEREOF, The New Haven City School District has caused these presents to be executed on this third day of July, 1893, by Charles E Graves, Samuel R Avis, and Samuel Hemingway, a committee duly authorized thereto at a District meeting held July 3, 1893.

The New Haven City School District

By CHARLES E GRAVES

SAMUEL R AVIS

SAMUEL HEMINGWAY

Committee.

NEW BRITAIN

SPECIAL ACT

Providing for the erection of a Building at the State Normal School at New Britain and making an appropriation therefor

Resolved by this Assembly: SECTION 1. That the state board of education is hereby authorized to cause to be constructed an additional building for the state normal school at New Britain.

SEC. 2. The sum of twenty-five thousand dollars is hereby appropriated, to be paid out of any money in the treasury not otherwise appropriated in full compensation for the following objects for the two fiscal years ending September 30, 1903: For procuring plans for said building and constructing and furnishing it.

SEC. 3. The state board of education shall not expend any money under this resolution for said building until the town of New Britain shall have conveyed to said board, free of expense to the state, a site which shall be satisfactory to said board, and shall have agreed in writing with said board to hereafter furnish and maintain model schools in connection with the training department of said normal school, the terms of said agreement to be satisfactory to said board. Said town of New Britain is hereby authorized to appropriate a sum

sufficient to pay for said site at a meeting specially warned and held for that purpose and to make and carry out the agreement herein provided for.

SEC. 4. The entire expense of plans, building, and furnishing shall not exceed the sum herein appropriated.

SEC. 5. No member of said board of education shall receive any compensation for services in connection with the construction of said building.

Approved April 24, 1901.

AGREEMENT

WHEREAS, At its January session, A.D. 1901, the General Assembly of the State of Connecticut passed a resolution providing for the erection of a building at the State Normal School at New Britain, and making an appropriation therefor, as follows:

"GENERAL ASSEMBLY, JANUARY SESSION, A.D. 1901.

Resolved by this Assembly:

SECTION 1. That the State Board of Education is hereby authorized to cause to be constructed an additional building for the State Normal School at New Britain.

SECTION 2. The sum of twenty-five thousand dollars is hereby appropriated to be paid out of any money in the treasury not otherwise appropriated in full compensation for the following objects for the two fiscal years ending September thirtieth, 1903: For procuring plans for said building and constructing and furnishing it.

SECTION 3. The State Board of Education shall not expend any money under this resolution for said building until the Town of New Britain shall have conveyed to said Board, free of expense to the state, a site which shall be satisfactory to said Board, and shall have agreed in writing with said Board to hereafter furnish and maintain Model Schools in connection with the training department of said Normal School, the terms of said agreement to be satisfactory to said Board. Said Town of New Britain is hereby authorized to appropriate a sum sufficient to pay for said site at a meeting specially warned and held for that purpose, and to make and carry out the agreement herein provided for.

SECTION 4. The entire expense of plans, building, and furnishing shall not exceed the sum herein appropriated.

SECTION 5. No member of said Board of Education shall receive any compensation for services in connection with the construction of said building," and

WHEREAS, To effect the purposes of said resolution, at a special meeting of the Town of New Britain, duly warned and held on May 3, 1901, it was voted and

"RESOLVED: 1. That the school committee of the Town of New Britain is hereby authorized to purchase a site for a Model School building and convey the same to the State Board of Education.

2. A sum not exceeding \$7,500 is hereby appropriated from any moneys in the town treasury not expended for the purpose of procuring the said site.

3. Said school committee is hereby authorized to make and carry out the terms of agreement with the State Board of Education concerning the support and conduct of said Model Schools as provided by the resolution of the General Assembly, adopted at the January session, 1901," and

WHEREAS, Said State Board of Education is about to erect and furnish upon the lot deeded to said Board by the Town of New Britain a building authorized by said resolution of the Legislature of 1901, and intends to provide suitable schoolrooms for four hundred and fifty pupils, and to maintain Model Schools therein, furnishing teachers and all books, supplies, and equipments necessary for the proper conduct of such schools, and agrees that the scholars in such Model Schools shall be taught as thoroughly and advance as rapidly in the studies prescribed by the New Britain Town School Committee for the public schools of said town as in the average schools of corresponding grades within said town, and that the superintendent of schools of the said Town of New Britain shall always have the right to enter and inspect said Model Schools.

NOW, THEREFORE, The Town of New Britain, acting herein by L Hoyt Pease, Ralph G Hibbard, and Philip J Markley, a committee duly authorized to make and execute this agreement, hereby agrees with and promises the State of Connecticut and George P McLean, Edwin O Keeler, George M Carrington, William G Sumner, Edward D Robbins, William H Palmer, Jr, and Charles D Hine, constituting the State Board of Education of the State of Connecticut, and their successors in office as members of said Board.

That, so long as said Model Schools shall be maintained and taught as above provided, the Town of New Britain will annually cause to be enrolled in the said Model Schools connected with the Normal School not less than four hundred and fifty children resident in New Britain and distributed among the several grades into which the city schools are organized below the high school, including the kindergartens, in the numbers for each department requested by the State Board of Education, and will pay to the state, as hereinafter agreed, a sum based upon the average attendance of children in said Model Schools.

That the Town of New Britain will at the end of each school year pay to the State Board of Education a sum per capita for each scholar resident in New Britain, in average attendance in said Model Schools, said per capita amount to be determined as follows:

The amount of expense incurred during said year for schools below the high school and including kindergartens, made up of the sum paid for salaries of teachers in day schools, including special teachers engaged to teach such special studies and branches as are also taught by special teachers in Model Schools, the wages of janitors, the cost of heating and repairs, the cost of school supplies, including text-books and supplementary reading books, ink, pens, pencils, paper, and crayon, shall be divided by the number of scholars in average attendance, below the high school, in said Town of New Britain, and the quotient therefrom arising shall be the amount per capita to be paid to the State Board of Education as above provided.

IN WITNESS WHEREOF the parties hereto have hereunto set their hands and seals this 14th day of February, A.D. 1902.

	THE TOWN OF NEW BRITAIN	[L.S.]
Witness	{ By L HOYT PEASE	[L.S.]
ALFRED L THOMPSON	{ RALPH G HIBBARD	[L.S.]
	{ PHILIP J MARKLEY	[L.S.]
	<i>Committee duly authorized hereto</i>	
Witness	{ W G SUMNER	[L.S.]
JEAN N GOODSPEED	{ CHARLES D HINE	[L.S.]
	<i>Committee</i>	

HIGH SCHOOLS

High Schools may be divided according to the provisions of law under which they are organized into:

Town high schools (consolidated system) . . .	37
Town high schools (district system) . . .	9
District high schools	31

CLASSES

Classifying the towns according to the number of years in the high school course :

I

The following town has a six years' course :

Torrington

II

The following towns have a four years' course :

Ansonia	Killingly	Stafford
Branford	Litchfield	Stamford
Bridgeport	Madison	Stonington
Bristol	Manchester	Stonington
Canton	Meriden	Southington
Colchester	Middletown	South Windsor
Derby	Naugatuck	Suffield
East Hartford	New Britain	Thomaston
Enfield	New Haven	Vernon
Farmington	New Haven	Wallingford
Greenwich	Norwalk	Waterbury
Groton	Orange	West Hartford
Guilford	Portland	Windham
Hartford	Putnam	Windsor
Huntington	Seymour	Woodbury

45

III

The following towns have a three years' course :

Bethel	Old Saybrook	Somers
Canaan	Orange	South Windsor
Cheshire	Plymouth	Stonington
Danbury	Salisbury	Stratford
Milford	Salisbury	Watertown
North Canaan	Saybrook	Norwalk
Norwalk	Sharon	Norwalk

21

IV

The following towns have a two years' course:

Chatham	New Milford	Stonington	
East Lyme	Old Lyme	Wethersfield	
New Hartford	Plymouth		8

V

The following towns have a one year's course:

Middlebury	New Haven	Westville	3
------------	-----------	-----------	---

HIGH SCHOOL PRIVILEGES

In sixty-four towns the school visitors consented to the attendance of children at a non-local high school and received from the State the amounts found in table 1, pages 151, 152. The towns are as follows:

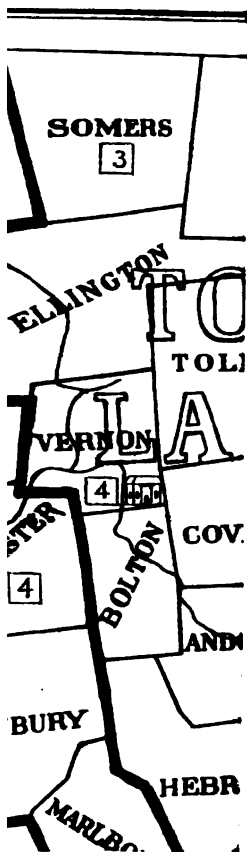
Andover	East Windsor	Oxford
Avon	Ellington	Plainfield
Barkhamsted	Essex	Plainville
Beacon Falls	Fairfield	Pomfret
Berlin	Goshen	Prospect
Bethany	Haddam	Redding
Bloomfield	Hamden	Ridgefield
Bolton	Harwinton	Salem
Brookfield	Hartland	Scotland
Brooklyn	Hebron	Simsbury
Burlington	Kent	Sprague
Chaplin	Lebanon	Thompson
Chatham	Lyme	Tolland
Chester	Mansfield	Trumbull
Columbia	Middlefield	Watertown
Coventry	Morris	Westbrook
Cromwell	New Canaan	Willington
Darien	New Hartford	Wilton
Durham	Newington	Windsor Locks
East Granby	North Branford	Wolcott
East Haddam	North Haven	Woodbridge
East Haven		

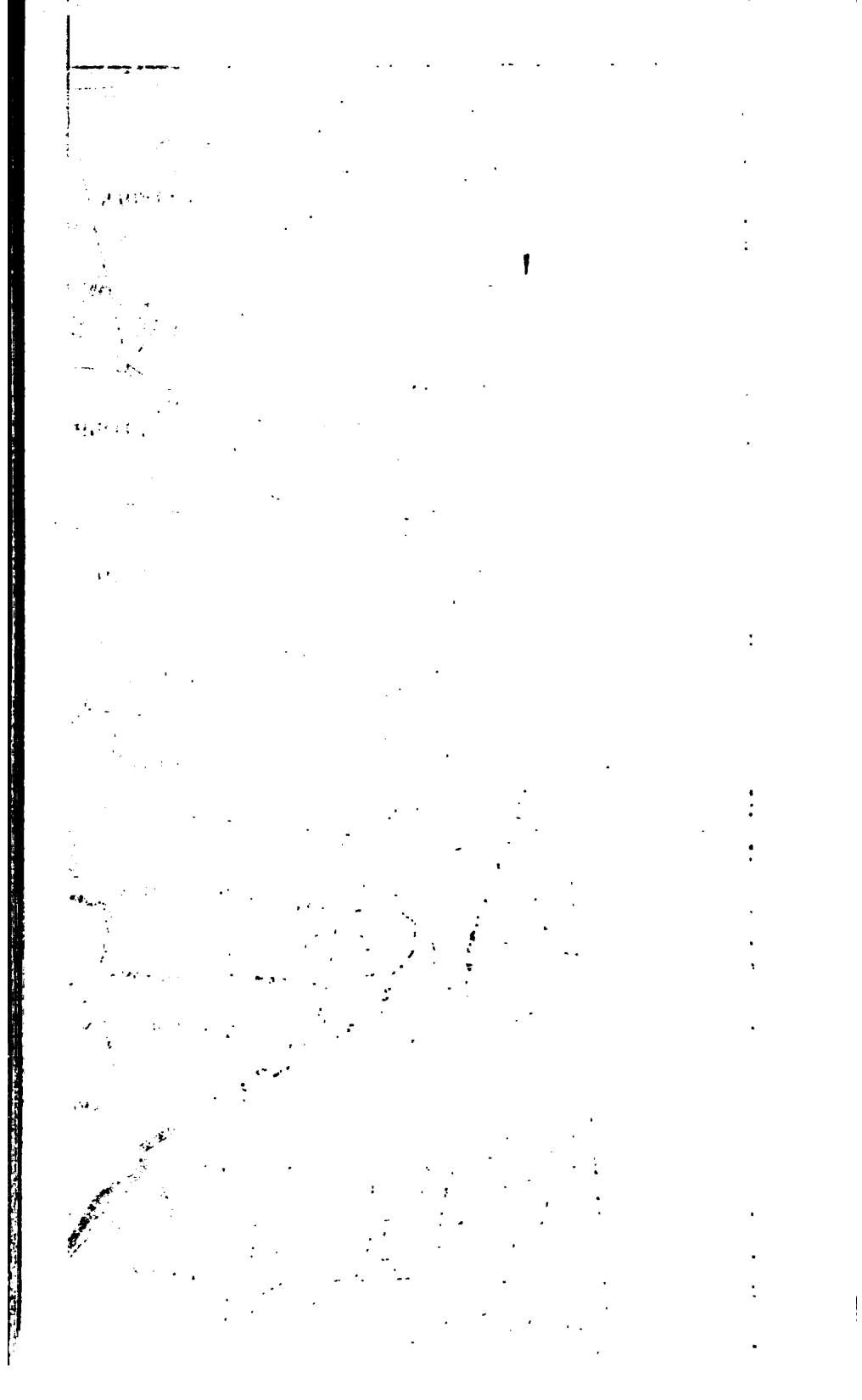
64

The following towns did not maintain high schools and did not pay high school tuition fee at non-local high schools:

Ashford	Hampton	Rocky Hill
Bethlehem	Killingworth	Roxbury
Bozrah	Ledyard	Sherman
Bridgewater	Lisbon	Southbury
Canterbury	Marlborough	Sterling
Clinton	Monroe	Union
Colebrook	Montville	Voluntown
Cornwall	New Fairfield	Warren
Eastford	New London	Washington
Easton	Newtown	Waterford
Franklin	Norfolk	Weston
Glastonbury	North Stonington	Westport
Granby	Norwich	Winchester
Griswold	Preston	Woodstock

ONBURY
MARLBOROUGH





The following high schools were approved by the state board of education under the provisions of the law found on page 150 :

High schools approved	Number non-local students	High schools approved	Number non-local students	High schools approved	Number non-local students
Ansonia	1	Killingly	19	Saybrook	15
Branford	2	Litchfield	2	Seymour	4
Bridgeport	31	Meriden	7	South Norwalk	5
Bristol	1	Middletown	44	Stamford	25
Canton	10	Naugatuck	12	Suffield	14
Cheshire	1	New Britain	56	Terryville	2
Colchester	15	New Haven	38	Torrington	14
Danbury	7	Norwalk	5	Vernon	75
Derby	1	Old Lyme	6	Wallingford	1
East Hartford	1	Old Saybrook	11	Waterbury	7
Enfield	26	Orange	1	Windham	59
Farmington	10	Putnam	36	Windsor	2
Hartford	14				

MAP

The map presented herewith shows the distribution of high schools.

HIGH SCHOOL BUILDINGS

In the following towns there are buildings used exclusively for high school purposes :

Bethel	Middletown	Stamford
Bridgeport	New Britain	Suffield
Bristol	New Haven (2)	Torrington
East Hartford	Orange	Vernon
Hartford	Putnam	Waterbury
Madison	Southington	Windham
Meriden		

These buildings are indicated on the map.

REGISTRATION

The registration by classes or years is as follows :

First year	3946	Fifth year,	78
Second year	2140	Sixth year	78
Third year	1675	Graduate students	136
Fourth year	999	Unclassified	147

EXPENSES

If the high school occupies a building with other grades, the items of cost properly chargeable to each cannot be separated.

Teachers' wages	\$317,738.23
Fuel and incidentals	72,575.10
	\$390,313.33

STATISTICS

Table xlviii is compiled from the returns of high school principals and school visitors.

TABLE XLVIII—GENERAL STATISTICS

TOWN	MAINTAINED BY TOWN OR DISTRICT	No. of Classes	NUMBER IN EACH CLASS						TEACH- ERS		NUMBER OF GRADUATES IN SUMMER OF 1902				
			a highest	b	c	d	Graduate Students	Unclassified	Total	Men	Women	One-Year Course	Two-Year Course	Three-Year Course	Four-Year Course
1 Ansonia.....	Town c.....	4	14	27	31	44	.....	.....	116	.....	5	.....	.....	.....	13
2 Bethel.....	Town c.....	3	.....	20	16	22	1	.....	59	2	.....	.....	.....	20	.....
3 Branford.....	Town c.....	4	.....	9	9	23	.....	.....	43	1	2	.....	.....	.....	3
4 Bridgeport.....	Town c.....	4	68	100	186	236	58	648	7	12	.....	.....	.....	.....	60
5 Bristol.....	Town d.....	4	10	23	51	51	.....	135	1	4	.....	11	.....	.....	10
6 Canaan.....	Town c.....	3	.....	3	9	3	.....	15	.....	1	.....	.....	.....	.....	.....
7 Canton.....	Town c.....	4	16	11	31	20	.....	78	2	2	.....	.....	.....	.....	16
8 Chatham.....	District.....	2	.....	.....	4	10	.....	14	1	1	.....	2	.....	.....	.....
9 Cheshire.....	Town c.....	3	.....	13	5	18	.....	36	1	1	.....	.....	12	.....	.....
10 Colchester.....	Town c.....	4	8	15	14	23	.....	60	1	2	.....	.....	.....	.....	7
11 Danbury.....	Town d.....	3	.....	37	57	84	1	179	3	2	.....	.....	.....	28	.....
12 Derby.....	Town c.....	4	13	13	15	22	.....	63	2	2	.....	.....	.....	.....	13
13 East Hartford.....	Town d.....	4	11	8	8	26	1	54	1	3	.....	2	.....	.....	11
14 East Lyme.....	Town c.....	2	.....	.....	7	7	.....	14	1	.....	.....	.....	.....	.....	.....
15 Enfield.....	Town c.....	4	25	25	27	54	.....	131	1	4	.....	.....	7	24	.....
16 Farmington.....	District.....	4	11	10	18	26	.....	65	1	2	.....	.....	.....	.....	11
17 Greenwich.....	District.....	4	11	24	25	35	.....	95	3	2	.....	.....	.....	.....	12
18 Groton.....	District.....	4	.....	4	11	6	.....	21	1	.....	6	11	4	.....	.....
19 Guilford.....	Town d.....	4	11	14	14	8	13	60	1	4	.....	.....	.....	.....	8
20 Hartford.....	Town d.....	4	116	169	255	466	7	1013	18	22	.....	.....	.....	.....	131
21 Huntington.....	Town c.....	4	11	9	16	22	4	63	1	3	.....	.....	.....	.....	11
22 Killingly.....	Town c.....	4	9	24	22	46	3	104	1	4	.....	.....	.....	.....	9
23 Litchfield.....	Town c.....	4	4	4	15	16	2	41	1	1	.....	.....	.....	.....	.....
24 Madison.....	Town c.....	4	7	9	7	7	1	5	36	.....	2	.....	.....	.....	7
25 Manchester.....	District.....	4	17	17	32	47	2	115	3	8	.....	.....	.....	.....	15
26 Meriden.....	Town c.....	4	28	40	52	136	.....	256	2	10	.....	.....	.....	.....	18
27 Middlebury.....	Town.....	1	.....	.....	.....	13	.....	13	1	.....	.....	.....	.....	.....	.....
28 Middletown.....	District.....	4	33	51	74	81	2	241	2	8	.....	.....	.....	.....	33
29 Milford.....	Town c.....	3	.....	19	21	33	.....	73	1	2	.....	.....	18	.....	.....
30 Naugatuck.....	District.....	4	14	24	34	66	1	139	3	4	.....	.....	2	.....	.....
31 New Britain.....	Town c.....	4	56	91	84	162	56	449	5	11	.....	.....	.....	56	.....
32 New Hartford.....	Town c.....	2	.....	.....	5	7	1	13	.....	.....	.....	5	.....	.....	.....
33 New Haven.....	District.....	4	139	170	136	266	2	713	17	18	.....	.....	37	109	.....
34 New Haven.....	District.....	4	35	115	180	250	5	585	8	15	.....	.....	.....	.....	26
35 New Haven.....	District.....	1	.....	.....	.....	16	.....	16	.....	.....	.....	.....	.....	.....	.....
36 New Milford.....	Town c.....	2	.....	12	24	7	.....	43	1	.....	.....	15	.....	.....	.....
37 North Canaan.....	Town c.....	3	.....	10	8	26	10	60	.....	1	.....	.....	.....	10	.....
38 Norwalk.....	District.....	3	.....	9	5	7	.....	21	1	1	.....	.....	.....	.....	21
39 Norwalk.....	District.....	3	.....	18	33	47	.....	98	.....	3	.....	.....	.....	17	.....
40 Norwalk.....	District.....	4	4	5	5	17	.....	31	1	1	.....	.....	.....	.....	4
41 Norwalk.....	District.....	3	.....	8	6	11	.....	25	1	1	.....	.....	.....	8	.....
42 Old Lyme.....	Town c.....	2	.....	6	12	1	.....	19	1	1	.....	6	.....	.....	.....
43 Old Saybrook.....	Town c.....	3	.....	10	6	28	.....	44	1	1	.....	.....	10	.....	.....
44 Orange.....	District.....	3	.....	13	15	24	.....	52	.....	.....	.....	.....	13	.....	.....
45 Orange.....	Town d.....	4	4	6	6	0	.....	4	20	1	1	.....	.....	.....	.....
46 Plymouth.....	Town c.....	3	.....	12	10	10	10	51	1	.....	.....	8	15	.....	.....
47 Plymouth.....	Town c.....	2	.....	.....	3	8	.....	11	1	.....	.....	.....	.....	.....	.....
48 Portland.....	Town c.....	4	5	3	12	13	1	34	1	3	.....	.....	.....	.....	5
49 Putnam.....	Town c.....	4	30	41	12	35	.....	118	2	3	.....	.....	.....	10	.....
50 Salisbury.....	District.....	3	.....	1	11	27	.....	39	1	.....	.....	.....	.....	.....	.....
51 Salisbury.....	District.....	3	.....	6	5	11	1	23	1	.....	.....	.....	.....	.....	.....
52 Saybrook.....	Town c.....	3	.....	15	10	17	.....	42	1	1	.....	.....	.....	15	.....
53 Seymour.....	Town c.....	4	9	14	12	25	1	61	1	1	.....	.....	.....	.....	9
54 Sharon.....	Town d.....	3	.....	7	7	18	.....	32	1	1	.....	.....	.....	7	.....
55 Somers.....	Town c.....	3	.....	6	8	17	2	33	.....	1	.....	.....	.....	6	.....
56 Southington.....	Town c.....	4	12	22	15	41	2	92	1	5	.....	.....	.....	.....	12
57 South Windsor.....	Town.....	4	7	6	4	6	.....	23	1	.....	.....	.....	.....	.....	7
58 South Windsor.....	District.....	3	8	3	3	8	8	30	1	.....	.....	.....	8	.....	.....
59 Stafford.....	District.....	4	10	11	8	24	.....	52	1	2	.....	.....	.....	.....	10
60 Stamford.....	Town c.....	4	27	63	65	73	3	167	6	7	.....	.....	.....	.....	23
61 Stonington.....	District No. 9.....	4	10	8	20	12	.....	50	1	2	.....	.....	.....	.....	10
62 Stonington.....	District No. 3.....	3	.....	2	4	7	2	15	.....	1	.....	.....	.....	.....	.....
63 Stonington.....	District No. 18.....	4	7	8	12	15	.....	44	1	2	.....	.....	.....	.....	7
64 Stonington.....	District No. 6.....	2			4	11		15	1						

c Consolidated towns
d District high schools

HIGH SCHOOLS

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OF HIGH SCHOOLS 1901-1902

No. GRADU- ATES EN- TERED COL- LEGE IN 1901		No. of Graduates entered Normal School	Number of Scholars from out of Town	Tuition Fee	Weeks in School Year	EXPENSES			Building	NAME OF PRINCIPAL	POST-OFFICE
Boys	Girls					Teachers' Wages.	Fuel	Other Exp'ses			
1		5	1	\$20.00	40	\$3,300.00	\$387.50	\$100.00	No	Madge E. Richmond.	Ansonia..... 1
			1	20.00	40	1,470.00	148.50	18.20	Yes	E. M. Crofoot.	Bethel..... 2
1			2	40.00	38	2,250.00	50.00	125.00	No	Geo. F. Murdock.	Branford..... 3
			40	50.00	40	18,100.00	790.55	1,833.32	Yes	H. D. Simonds.	Bridgeport..... 4
1	1	1	3	40.00	40	4,394.00	498.75	1,217.58	Yes	Geo. T. Cookingham.	Bristol..... 5
			2	27.00	36	500.00	25.00	25.00	No	Grace H. Merwin.	Falls Village..... 6
			11	30.00	38	1,300.00	21.05	230.00	No	Harlow Godard.	Collinsville..... 7
				27.00	36	1,782.00	192.22	†	No	M. O. Edson.	East Hampton..... 8
			1	25.00	40	1,400.00	94.03	35.07	Yes	Wilbur E. Soule.	Cheshire..... 9
2	1	1	15	18.00	40	1,715.00	59.22	36.19	No	Henry N. Dickinson.	Colchester..... 10
				25.00	40	4,750.00	1,045.00	366.89	No	John R. Perkins.	Danbury..... 11
6		2	5	19.50	39	3,550.00	187.50	25.00	No	J. W. Peck.	Derby..... 12
					38	2,638.00	170.30	731.79	Yes	James R. Tucker.	East Hartford..... 13
					36	650.00	100.00	66.00	No	Geo. D. Taylor.	Niantic..... 14
2	1	4	24	30.00	40	3,500.00	155.00	1,479.00	No	E. H. Parkman.	Thompsonville..... 15
1		3	6	30.00	40	2,300.00	200.00	200.00	No	Robert L. Zink.	Unionville..... 16
1	1	1	1	40.00	40	2,650.00	200.00	300.00	No	Newton B. Hobart.	Greenwich..... 17
			5		36	2,367.00	140.23	415.05	No	Snyder Gage.	Mystic..... 18
1					38	2,974.00	163.25	470.85	No	Carl A. Lewis.	Guilford..... 19
28	14	15	81	92.50	37	50,284.00	5,440.77	6,066.08	Yes	Edward H. Smiley.	Hartford..... 20
2	1			19.50	39	2,650.00	50.00	50.00	No	Alton W. Pierce.	Shelton..... 21
			10	30.00	38	2,520.00	50.00	300.00	No	Robert O. Small.	Danielson..... 22
			2	18.00	38	3,931.00	200.00	395.36	No	Geo. A. Smith.	Litchfield..... 23
			1		36	880.00	227.65	5.34	Yes	Mary F. Campbell.	Madison..... 24
2					38	3,707.00	225.00	420.00	No	Fred. A. Verplanck.	So. Manchester..... 25
			10		40	9,652.00	402.00	1,691.67	Yes	Willis J. Prouty.	Meriden..... 26
					36	360.00	30.00	40.00	No	Harrison Dodd.	Middlebury..... 27
6	8		52	47.50	38	7,125.00	350.00	1,250.00	Yes	W. B. Ferguson.	Middletown..... 28
					38	1,750.00	55.00	242.00	No	H. I. Mathewson.	Milford..... 29
				30.00	40	4,530.00	200.00	278.79	No	Frank W. Eaton.	Naugatuck..... 30
7	3	4	54	47.50	38	12,596.00	1,300.00	1,931.23	Yes	Martin G. Benedict.	New Britain..... 31
			1		36	800.00	100.00	75.00	No	F. P. Daniels.	New Hartford..... 32
30	11	26	2	60.00	40	29,528.00	819.98	7,148.44	Yes	John P. Cushing.	New Haven..... 33
6	1	2	66	60.00	40	23,064.88	912.76	7,345.31	Yes	Thomas W. Mather.	New Haven..... 34
					36	900.00	26.77	200.00	No	Mary Augur.	Westville..... 35
			1	18.00	36	1,050.00	37.58	57.58	No	Ernest L. Robinson.	New Milford..... 36
			3	18.00	36	600.00	50.00	40.00	No	Sarah J. Roraback.	North Canaan..... 37
				33.00	40	1,300.00	50.00	250.00	No	Charles A. Tucker.	Norwalk..... 38
2		1	4	33.00	40	2,100.00	100.00	500.00	No	W. C. Foote.	South Norwalk..... 39
			5	33.00	40	1,300.00	50.00	250.00	No	H. B. Wigham.	Norwalk..... 40
			2		40	1,200.00	50.00	250.00	No	Edward H. Gumbart.	Norwalk..... 41
			10	27.00	36	750.00	147.01	451.74	No	Winthrop Buck.	Lyme..... 42
			11	15.00	37	800.00	25.00	5.00	No	Frederick A. Curtis.	Saybrook..... 43
				19.00	38	1,400.00	52.48	169.42	No	Clara M. Sutherland.	West Haven..... 44
			2		38	855.00	155.12	10.70	No	Cecile Gertrude Frey.	Orange..... 45
			1	3.00	38	900.00	33.00	59.20	No	W. Arthur Turner.	Terryville..... 46
			1	22.80	38	760.00	37.50	55.05	No	W. Dudley Yates.	Plymouth..... 47
			3		36	1,784.09	68.61	226.00	No	Walter J. Randolph.	Portland..... 48
2	3	1		30.00	40	4,150.00	214.53	2,528.03	Yes	Harrison G. Fay.	Putnam..... 49
					38	850.00	55.00	49.00	No	F. North Clark.	Lakeville..... 50
			15	15.00	38	1,000.00	95.00	40.00	No	Albert M. Tibbits.	Salisbury..... 51
			3	29.25	39	1,330.00	75.00	295.00	No	Henry S. Pratt.	Deep River..... 52
1					36	1,850.00	50.00	26.93	No	Albert H. Kirland.	Seymour..... 53
				15.00	36	900.00	125.00	†	No	Walter S. Newell.	Sharon..... 54
			3		37	462.50	20.00	15.00	No	Martha E. Hersey.	Somers..... 55
					38	4,185.00	632.60	1,110.25	Yes	E. L. Merritt.	Southington..... 56
					36	592.00	19.00	30.70	No	E. M. F. Perrin.	South Windsor..... 57
					36	576.00	45.00	49.05	No	Winfield A. Thompson.	Wapping..... 58
			1	15.00	36	1,111.10	133.60	37.00	No	Ernest A. Maynard.	Stafford Springs..... 59
			4	24.00	40	11,752.00	2,612.34	†	Yes	Willmot R. Jones.	Stamford..... 60
					36	2,093.04	855.20	†	No	Chas. T. Eaton.	Stonington..... 61
				2.00	36	750.00	135.11	94.62	No	Harriet E. Park.	Mystic..... 62
			10	18.00	36	2,063.97	50.00	20.00	No	E. W. Clarke.	Westerly, R. I..... 63
				6.00	36	540.00	75.00	10.00	No	James Tyndale.	Old Mystic..... 64

* Class E 78 — Class F 78.
† Includes fuel.

TABLE XLVIII — GENERAL STATISTICS

TOWN	MAINTAINED BY TOWN OR DISTRICT	No. of Classes	NUMBER IN EACH CLASS						TEACH- ERS		NUMBER OF GRADUATES IN SUMMER OF 1900				
			a highest	b	c	d	Graduate Students	Unclassified	Total	Men	Women	One-Year Course	Two-Years Course	Three-Years Course	Four-Years Course
65 Stratford.....	Town c.....	3	.....	7	11	13	.....	.....	31	.....	3	11	6	6	.....
66 Suffield.....	Town c.....	4	24	21	14	28	.....	.....	87	3	1	.....	.....	.....	21
67 Thomaston.....	Town c.....	4	5	12	12	18	.....	.....	47	1	2	.....	.....	.....	5
68 Torrington.....	Town c.....	6	26	22	28	65	1	5	303	1	11	.....	.....	.....	22
69 Vernon.....	Town d.....	4	34	35	47	65	2	19	202	2	8	.....	.....	.....	34
70 Wallingford.....	District.....	4	5	15	26	26	.....	.....	72	1	6	.....	.....	.....	5
71 Waterbury.....	District.....	4	68	97	107	178	4	3	457	7	11	.....	.....	.....	48
72 Watertown.....	District.....	3	.....	5	17	25	.....	.....	47	1	2	.....	.....	5	.....
73 West Hartford.....	Town c.....	4	8	9	12	27	1	.....	57	3	1	.....	.....	.....	8
74 Wethersfield.....	Town d.....	2	.....	.....	4	5	.....	.....	9	.....	2	.....	5	.....	.....
75 Windham.....	Town c.....	4	23	38	44	66	3	1	175	2	4	.....	.....	.....	22
76 Windsor.....	Town d.....	4	2	7	13	22	.....	.....	44	1	1	.....	.....	.....	.....
77 Woodbury.....	Town c.....	4	1	2	7	20	.....	2	32	.....	3	.....	.....	.....	1
Total	.....	.....	99	167	214	349	136	147	874	140	254	17	76	283	860

* Class e, 78; Class f, 78. † Included with fuel.

OF HIGH SCHOOLS 1901-1902—*Concluded*

No. GRADUATES ENTERED COLLEGE IN 1902		No. of Graduates entered Normal School — Girls	Number of Scholars from out of Town	Tuition Fee	Weeks in School Year	EXPENSES			Building	NAME OF PRINCIPAL	POST-OFFICE
Boys	Girls					Teachers' Wages	Fuel	Other expenses			
1		2		\$20.00	40	\$800.00	\$50.00	\$85.00	Yes	Lettie B. Bennett...	Stratford.....65
2	3	1	30	50.00	36	3,800.00	600.00	40.00	Yes	H. L. Thompson...	Suffield.....66
		1		27.00	38	2,100.00	45.75	45.00	No	Geo. F. Ellinwood...	Thomaston.....67
2	2	1		30.00	40	5,115.00	590.00	803.00	Yes	Edwin H. Forbes...	Torrington.....68
		77		30.00	38	5,700.00	370.00	1,690.00	Yes	Isaac M. Agard...	Rockville.....69
1		2	6	30.00	40	3,850.00	138.00	508.00	No	Chas. D. Platt...	Wallingford.....70
		3		60.00	40	16,700.00	650.00	1,820.00	Yes	Stephen W. Wilby...	Waterbury.....71
		4		21.00	36	1,940.00	89.95	30.00	No	F. J. Werking...	Watertown.....72
2	4	1	5	19.00	38	2,580.00	71.66	306.30	No	John H. Peck...	West Hartford...73
	1	1			38	2,500.00	112.36	446.65	Yes	Harriet M. Stone...	Wethersfield...74
3	1	6	58	30.00	40	4,846.75	74.50	949.70	Yes	A. E. Peterson...	Willimantic.....75
		2		27.00	36	1,500.00	50.00	36.61	No	H. S. Lovejoy...	Windsor.....76
1		1		27.00	36	1,175.00	40.00	134.58	No	Harriet B. Monro...	Woodbury.....77
120	62	100	692			\$317,738.23	24,119.83	48,455.27			

Table xlix gives a summary of these returns from 1892-1902.

TABLE XLIX

Report of Year	Number of schools	Length of Course.					Number teachers	Registration	Graduates in four years' course	Graduates to go to college	Graduates to go to normal school	Cost
		6-year	4-year	3-year	2-year	1-year						
1892	53		38	10	5	1	...	4,450	...	...	...	\$170,316.00
1893	55		34	14	6	1	...	4,449	...	...	...	171,030.00
1894	59		34	15	10	..	204	4,314	...	...	...	.....
1895	62		38	8	13	3	212	5,288	...	155	...	.....
1896	67		38	18	8	3	261	6,061	...	152	...	229,810.00
1897	68		36	19	10	2	264	5,949	...	159	...	230,571.00
1898	71		35	20	8	8	295	6,672	548	164	...	275,000.31
1899	77		39	20	12	6	338	7,039	653	171	127	321,375.67
1900	76		42	22	7	5	355	7,867	688	191	132	335,338.54
1901	77		43	21	6	2	369	8,126	807	200	145	366,053.96
1902	76	1	45	21	8	1	381	8,485	638	235	118	377,248.55
1903	77	1	45	21	8	2	394	8,748	860	182	100	390,313.33

HIGH SCHOOL TUITION FEES PAID BY STATE

The law under which payments are made reads as follows:

G S § 2239 Any town in which a high school is not maintained shall pay the whole or any part of the tuition fee of any child who resides with his parents or guardian in said town, and who, with the written consent of the school visitors, or town school committee, attends a high school in another town, *provided* that the high school shall be approved by the state board of education. Such tuition fees shall be paid annually by the town treasurer upon the order of the chairman of the board of school visitors or town school committee.

§ 2240 Every town shall annually in July receive from the treasurer of the state an amount equal to two-thirds of the aggregate of the sums which have been actually paid by the town for tuition fees under the provisions of § 2239; *provided* that not more than thirty dollars shall be paid by the state for each scholar attending from any town.

§ 2241 The number and names of the children so attending high schools in towns other than those in which they reside, and the high schools which they have attended, shall, on or before the first day of July in each year, be certified under oath by an acting school visitor of the town in which the pupils reside to the state board of education. The comptroller shall, on application of said board, draw an order on the treasurer in favor of the town for the amount provided in § 2240.

Table 1 shows the towns that have received grants of tuition fees. The number of scholars attending in nonlocal high schools and the amounts paid by the state are also given:

TABLE L

TOWNS	Number attending non-local high school	High school approved and attended	Number pupils in each	Amount paid by state
Andover	3	Windham	3	\$48.00
Avon	13	Canton	3	238.50
Barkhamsted	1	Farmington	10	
Beacon Falls	10	Canton	1	20.00
Berlin	43	Naugatuck	10	178.00
		New Britain	40	1,248.58
		Middletown	1	
		Meriden	2	
Bethany	2	Naugatuck	1	27.50
		New Haven	1	
Bloomfield	3	Hartford	3	90.00
Bolton	1	Vernon	1	20.00
Brookfield	4	Danbury	4	66.67
Brooklyn	9	Killingly	9	172.11
Burlington	6	Canton	6	100.00
Chaplin	5	Windham	5	88.00
Chatham	7	Middletown	7	181.58
Chester	16	Middletown	4	256.84
		New Haven	1	
		Saybrook	11	
Columbia	8	Windham	8	160.00
Coventry	10	Windham	7	193.33
		Vernon	3	
Cromwell	15	Middletown	15	398.67
Darien	23	Stamford	21	626.58
		South Norwalk	2	
Durham	2	Middletown	2	60.00
East Granby	5	Hartford	3	117.00
		Windsor	2	
East Haddam	3	Colchester	2	46.00
		Middletown	1	
East Haven	6	New Haven	6	180.00
East Windsor	44	East Hartford	1	837.33
		Enfield	25	
		Vernon	18	
Ellington	37	Vernon	37	677.33
Essex	1	Saybrook	1	10.00
Fairfield	22	Bridgeport	22	633.33
Goshen	1	Torrington	1	20.00
Haddam	11	Middletown	8	270.00
		Saybrook	3	
Hamden	13	Cheshire	1	376.66
		New Haven	12	
Harwinton	14	Terryville	2	237.20
		Torrington	12	
Hartland	1	Torrington	1	20.00
Hebron	6	Colchester	5	78.00
		Suffield	1	
Kent	1	Vernon	1	20.00
Lebanon	13	Colchester	4	220.00
		Windham	9	
Lyme	6	Old Lyme	6	102.00
Manasfield	12	Windham	12	206.00
Middlefield	6	Middletown	6	177.63
Morris	2	Litchfield	2	30.33
New Canaan	4	Stamford	4	114.00
New Hartford	1	Suffield	1	50.00
Newington	5	Hartford	2	150.00
		New Britain	3	
North Branford	4	Branford	2	86.67
		Meriden	1	
		Wallingford	1	
North Haven	11	Meriden	4	291.22
		New Haven	7	

TABLE L — *Concluded*

TOWNS	Number attending non-local high school	High school approved and attended	Number pupils in each	Amount paid by state
Oxford . . .	3	Derby . . .	1	\$30.83
Plainfield . . .	9	Seymour . . .	2	
Plainville . . .	13	Killingly . . .	9	153.16
Pomfret . . .	14	New Britain . . .	13	356.83
Prospect . . .	2	Killingly . . .	1	260.00
Redding . . .	2	Putnam . . .	13	
Ridgefield . . .	5	Naugatuck . . .	1	50.00
Salem . . .	3	Waterbury . . .	1	
Scotland . . .	9	Danbury . . .	2	33.33
Simsbury . . .	5	Danbury . . .	1	46.00
Sprague . . .	4	Norwalk . . .	4	
Thompson . . .	23	Colchester . . .	3	36.00
Tolland . . .	15	Colchester . . .	1	156.00
Trumbull . . .	9	Windham . . .	8	
Watertown . . .	3	Hartford . . .	5	141.43
Westbrook . . .	11	Windham . . .	4	37.00
Willington . . .	3	Putnam . . .	23	427.50
Wilton . . .	4	Vernon . . .	15	272.00
Windsor Locks . . .	14	Bridgeport . . .	9	252.00
Wolcott . . .	4	Waterbury . . .	3	90.00
Woodbridge . . .	15	Old Saybrook . . .	11	103.33
		Windham . . .	3	60.00
		Norwalk . . .	1	41.33
		South Norwalk . . .	3	
		Enfield . . .	1	401.67
		Hartford . . .	1	
		Suffield . . .	12	
		Bristol . . .	1	104.67
		Waterbury . . .	3	
		Ansonia . . .	1	385.33
		New Haven . . .	11	
		Orange . . .	1	
		Seymour . . .	2	
64 Towns . . .	580	No. different high schools, 37	..	\$12,563.47

The number attending nonlocal high schools and the amount paid by the state for the five years the law has been in operation have been :

Year	No of towns sending students	No of scholars attending nonlocal high school	No of high schools approved	Paid by state
1897-8	32	136	27	\$2,315.96
1898-9	40	214	24	3,584.09
1899-1900	55	408	26	7,059.85
1900-1901	61	489	31	8,591.72
1901-1902	64	580	37	12,563.47

EVENING SCHOOLS—SUMMARY

The following gives a summary of statistics of Evening Schools for the years 1888-1903 :

Report of Year	Number of schools	Average number of sessions	RECEIPTS						EXPENSES				REGISTRATION				ATTENDANCE		TEACH-ERS	
			Received from State appropriation	Town or district treasury	Other sources	Total	Teachers' wages	Fuel and incidentals	Rent	Other objects	Total	Number under 14	Number over 14	Whole number	Average under 14	Average over 14	Male	Female		
1888	26	..	\$1,434.00	\$6,081.75	\$661.01	\$9,077.56	\$6,512.13	\$1,379.80	\$287.50	\$867.98	\$9,077.41	64	2,631	2,695	27	956	39	24		
1889	33	..	1,284.00	7,181.14	225.00	8,790.14	6,506.22	1,424.31	207.00	596.61	8,797.14	73	2,428	2,501	23	856	37	24		
1890	34	..	1,510.50	6,999.09	5.43	8,515.02	6,470.82	1,309.35	215.00	510.85	8,515.02	59	2,552	3,011	18	1,007	40	24		
1891	27	..	1,108.75	7,587.52	.....	8,696.27	7,029.41	1,001.48	200.00	665.18	8,806.27	22	2,861	2,883	10	872	39	31		
1892	35	..	1,390.65	8,180.20	.....	9,689.25	6,834.47	1,805.71	201.67	847.40	9,689.25	73	3,017	3,093	13.7	871.9	33	35		
1893	39	..	1,631.85	11,180.51	30.47	13,186.83	7,642.96	1,364.45	875.00	3,208.42	13,186.83	63	3,343	3,406	11.8	1,138.5	41	65		
1894	24	..	1,433.57	11,023.09	.....	12,456.66	6,592.11	1,003.02	1,377.60	3,487.84	12,456.66	71	3,123	3,194	16.0	958.0	32	40		
1895	46	..	6,021.87	23,940.25	12.00	29,974.12	20,685.01	4,499.51	2,146.00	2,653.70	29,974.12	57	8,007	8,664	17.19	2,146.09	75	85		
1896	35	..	3,370.86	17,882.37	.....	21,253.23	15,048.38	2,787.31	1,355.50	2,088.26	21,270.54	58	5,017	5,075	9.5	1,123.62	59	58		
1897	31	..	1,818.07	14,015.27	.....	16,753.54	11,794.96	2,661.10	1,097.67	1,090.22	16,753.56	20	3,431	3,441	2.78	854.83	40	36		
1898	26	..	3,150.34	15,210.27	.....	18,290.68	13,131.21	2,502.01	1,605.00	1,591.86	18,290.88	15	4,256	4,271	5.7	1,060.2	60	30		
1899	21	..	2,708.17	13,405.61	.....	16,293.88	11,552.87	2,353.54	900.00	1,397.39	16,293.80	19	3,932	3,952	1.9	1,243.67	63	37		
1900	19	..	2,734.37	14,569.23	.....	17,303.60	12,570.65	2,302.39	980.00	865.65	16,778.69	37	3,684	3,721	12.49	1,215.28	60	48		
1901	27	..	3,176.64	15,268.03	309.20	18,553.87	13,171.02	3,377.02	1,051.50	1,130.20	18,740.74	..	4,285	4,385	.....	1,390.22	76	36		
1902	24	..	3,221.43	16,280.62	.....	19,810.95	12,124.40	3,111.24	937.90	1,216.66	19,750.20	36	4,287	4,353	10	1,450.88	75	31		
1903	27	..	3,585.86	24,330.57	.....	27,916.43	17,626.76	2,260.71	1,994.40	548.30	27,333.17	4	4,958	4,962	1.2	1,014.86	76	57		

TABLE LII.—EVENING SCHOOLS

TOWNS	No. of schools	No. of sessions	RECEIPTS			EXPENSES					REGISTRATION			ATTENDANCE			TEACHERS			SCHOOLS HELD			
			Received from State appropriation	Town treasury	Other sources	Total	Teachers' wages	Fuel and incidentals	Rent	Other objects	Total	No. under 14	Whole No.	Av. under 14	Av. over 14	No.	Male per cent.	Female per cent.	Months	Days	Hours		
Bridgeport,.....	4	75	\$151.20	\$786.10	...	\$937.30	\$738.00	\$151.50	.....	\$47.80	\$937.30	4	348	352	1.20	66.00	3	2	\$2.00	\$2.00	Oct.-Feb.	Mon. to Fri.	7.30 to 9.30 P.M.
Hartford,.....	3	75	696.37	10,974.31	...	11,670.68	5,579.00	1,800.00	4,291.68	11,670.68	14,559	1,459	1,459	...	399.50	11	20	3.50	2.48	Nov.-Feb.	Mon. to Fri.	7.30 to 9.30 P.M.	
Meriden,.....	1	75	87.75	350.00	.....	437.75	200.00	150.00	.....	.....	350.00	95	95	95	.....	39.00	2	2	.63	.38	Oct.-April	Tues. Wed. Thurs.	7.00 to 9.30 P.M.
Naugatuck,....	1	75	87.16	520.84	.....	608.00	456.00	152.00	.....	.....	608.00	158	158	158	.....	38.74	3	1	2.00	2.00	Nov.-May	Mon., Tues., Thurs.	7.30 to 9.30 P.M.
New Britain,...	3	75	427.50	1,675.57	.....	2,103.07	1,578.00	458.98	.....	66.00	2,103.07	315	315	315	.....	190.00	6	10	1.25	1.25	Oct.-Mch.	Mon., Tues., Thurs., Fri.	7.15 to 9 P.M.
New Haven,...	5	75	1,046.25	*4,509.54	.....	5,555.79	4,257.75	785.04	...	513.00	5,555.79	1,335	1,335	1,335	...	465.00	33	3	1.50	1.41	Oct.-Mch.	Mon. to Fri.	7.15 to 9.15 P.M.
New London,...	1	75	101.25	464.09	.....	566.24	474.75	53.99	.....	37.50	566.24	120	120	120	.....	45.00	4	.....	1.75	1.75	Nov.-Mch.	Mon. to Fri.	7 to 9 P.M.
Norwalk,.....	1	75	49.41	766.79	.....	816.20	430.50	120.36	.....	232.50	783.36	100	100	100	.....	21.96	3	.....	1.50	1.50	Oct.-Mch.	Mon. to Thurs.	7.30 to 9.30 P.M.
Norwich,.....	2	100	81.18	1,103.87	.....	1,187.05	570.00	64.38	90.00	.....	724.38	188	188	188	.....	36.80	4	2	1.37	1.12	Oct.-Feb.	Mon. to Fri.	7.30 to 9 P.M.
Stamford,.....	1	75	53.32	417.04	.....	470.36	331.25	64.71	74.40	.....	470.36	96	96	96	.....	23.70	2	.....	2.25	2.25	Nov.-Mch.	Mon. to Fri.	7.30 to 9.30 P.M.
Thompson,....	3	50	99.09	99.91	.....	199.00	186.25	12.75	.....	.....	199.00	174	174	174	.....	66.06	2	1	1.12	1.00	Nov.-Apr.	Tues. to Fri.	7 to 9 P.M.
Wallingford,...	1	75	210.38	473.35	.....	683.73	444.00	147.00	.....	92.73	683.73	155	155	155	.....	93.50	1	3	2.00	1.50	Nov.-Mch.	M., Tu., Thurs., Fri.	7.15 to 8.55 P.M.
Waterbury,....	1	78	495.00	12,186.26	.....	2,681.26	2,381.26	100.00	.....	200.00	2,681.26	415	415	415	.....	219.60	9	6	2.50	1.87	Oct.-Mch.	M., Tu., Thurs., Fri.	7.10 to 9.15 P.M.
Total,.....	27	.....	\$3,585.86	\$24,330.57	.....	\$27,916.43	\$17,626.76	\$1,260.71	1,964.40	5,481.30	\$27,333.17	41,698	4,958	4,962	1.20	1,614.86	76	57	.....	.....	.....	.....	.....

* City Treasury

† District Treasury

The table on page 154 shows the registration, attendance, and expense of evening schools for the school year 1901-2.

KINDERGARTENS

This table shows the number of Kindergartens in the several years since 1889 :

TABLE LIII

Year	Number public	Number children in public kindergartens
1889-90	5	628
1890-91	10	1,038
1891-92	15	1,113
1892-93	27	2,765
1893-94	34	3,061
1894-95	39	3,537
1895-96	53	4,257
1896-97	63	5,201
1897-98	63	5,377
1898-99	77	6,895
1899-1900	81	6,999
1900-1901	84	7,377
1901-1902	94	7,752

TABLE LIV—

	TOWN OR CITY	DISTRICT OR SCHOOL	CHILDREN				
			No. enrolled 1901-'02	No. 3 yrs. old and under	No. over 3 y.	Age of youngest child	Age of eldest child
1	Bristol.....	North Side.....	51	1	50	3 y.	7 y.
2		South Side.....	131		131	3 y.	7 y.
3		Federal Hill.....	114	10	104	3 y.	7 y.
4	East Hartford.....	Center.....	45		45	3 y.	6 y.
5		Second North.....	52	8	44	2 y.	6 y.
6		Meadow.....	51		51	3 y.	8 y.
7	Greenwich.....	Center.....	105	6	99	3 y.	6 y.
8		New Lebanon.....	74		74	4 y.	7 y.
9	Hartford.....	Arsenal.....	178		178	3 y.	7 y.
10		Brown.....	281		281	4 y.	6 y.
11		Charter Oak Ave.....	58	6	52	3 y.	6 y.
12		Lawrence St. No 3.....	159		159	3 y.	6 y.
13		Lawrence St. No 4.....	68		68	4 y.	7 y.
14		Northeast.....	124		124	4 y.	6 y.
15		Northwest.....	77		77	4 y.	7 y.
16		North Webster.....	72		72	3 y.	11 y.
17		Parkville.....	161		161	4 y.	6 y.
18		Second North.....	233		233	4 y.	7 y.
19		Wadsworth St. 1.....	119		119	3 y.	6 y.
20		2.....	120		120	3 y.	6 y.
21		Washington St.....	132		132	4 y.	7 y.
22		West Middle.....	114		114	3 y.	6 y.
23		Wethersfield Ave.....	102		102	3 y.	6 y.
24		Wilson St.....	37		37	4 y.	8 y.
25	Litchfield.....	Litchfield.....	50		50	4 y.	8 y.
26	Manchester.....	Ninth District.....	316	35	281	3 y.	7 y.
27	Milford.....	Public Kindergarten.....	48		48	4 y.	7 y.
28	Naugatuck.....	Central Ave.....	58	2	56	3 y.	7 y.
29		Rubber Ave.....	70	6	64	3 y.	6 y.
30		Salem.....	53	2	51	3 y.	7 y.
31	New Britain.....	Bartlett.....	83		83	4 y.	6 y.
32		Burritt.....	129		129	4 y.	9 y.
33		East St.....	136		136	4 y.	6 y.
34		Lincoln St.....	65		65	4 y.	6 y.
35		Monroe St.....	73		73	4 y.	6 y.
36		Northeast.....	90		90	4 y.	6 y.
37		Rockwell.....	9		9	4 y.	6 y.
38		Smith.....	86		86	4 y.	6 y.
39		State Normal.....	102		102	4 y.	6 y.
40	New London.....	Coit St.....	32	2	30	3 y.	5 y.
41		Harbor.....	48	5	43	3 y.	6 y.
42		Robert Bartlett.....	53		53	4 y.	6 y.
43		Winthrop.....	54		54	4 y.	6 y.
44	New Haven.....	Carlisle.....	60	1	59	3 y.	6 y.
45		Cheever.....	43		43	4 y.	6 y.
46		Day.....	93		93	4 y.	6 y.
47		Dwight.....	55		55	4 y.	7 y.
48		Fair St.....	103		103	4 y.	8 y.
49		Hamilton.....	149		149	4 y.	7 y.
50		Hooker.....	74		74	4 y.	6 y.
51		Lloyd.....	85	1	84	3 y.	6 y.
52		Lovell.....	90		90	4 y.	11 y.
53		Roger Sherman.....	48		48	4 y.	6 y.
54		Skinner.....	45		45	4 y.	6 y.
55		Strong.....	86		86	4 y.	6 y.
56		Welch.....	96		96	4 y.	7 y.
57		Winchester.....	140		140	4 y.	8 y.
58		Zunder.....	116		116	4 y.	7 y.
59	Norfolk.....		80		80	4 y.	7 y.
60	Norwalk.....	Center.....	90	9	81	3 y.	8 y.
61		Concord St.....	108		108	4 y.	8 y.
62		Fitch.....	81		81	4 y.	8 y.
63		Franklin St.....	108		108	4 y.	7 y.
64		Over River.....	80		80	3 y.	7 y.
65	Norwich.....	Boswell Ave.....	52	10	42	3 y.	6 y.
66		Broadway.....	60	6	54	3 y.	6 y.
67		E. Broad St.....	45	9	36	1 y.	6 y.
68		Greenville.....	101		101	4 y.	6 y.
69		Laurel Hill.....	40	10	30	3 y.	6 y.
70		Roath Ave.....	93	12	81	3 y.	5 y.

KINDERGARTENS

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KINDERGARTENS 1901-1902

EXPENSES			SESSIONS		Is there a kindergarten building?	Is any primary work done?	Number of Kindergartners?	NAME OF PRINCIPAL	
Salaries	Material	Fuel and incidentals	How many each day?	How many hours?					
\$400	\$20.00	\$40.	2	4 1/2	No	No	2	Helen S. Thoms	1
1,080	25	120	2	4 1/2	No	Yes	3	Minnie L. Funck	2
850	50	100	2	4 1/2	No	No	2	Bessie F. Lobdell	3
532	25.26	25	1	3	No	No	2	Edith L. Cook	4
532	35	25	1	3	No	No	2	Harriet E. Price	5
532	25	25	1	3	No	No	2	Luella G. Recor	6
500	30	50	2	2 1/2	No	No	1	J. Olivia Kirkwood	7
450	50	50	2	4 1/2	No	Yes	1	Alice R. Hall	8
2,450	50	200	1	3	Yes	Yes	5	Anne Burr Wilson	9
3,595	30.45	200.71	1	2 1/2	Yes	No	7	Letty H. Learned	10
900	45	100	1	3	No	No	2	Mary E. Wilkinson	11
1,850	90	125	1	3	No	No	4	Edith M. Giddings	12
900	45	75	1	3	No	No	2	Gertrude H. Ware	13
1,551	45.25	100	1	2 1/2	No	No	4	Mabel C. Moore	14
874	16.10	75	1	3	No	No	2	Grace A. Higgins	15
1,000	50	75	1	2 1/2	No	No	2	Nura W. Nash	16
2,300	100	150	1	3	No	No	6	Kate P. Safford	17
2,730	104	200	1	3	Annex	No	6	Susan E. Towne	18
2,100	80	110	1	3	Yes	No	4	Lida M. Kimball	19
1,500	80	115	1	3	Yes	No	3	Charlotte L. McMurray	20
1,362	25	90	1	3	No	No	3	Inez W. West	21
3,020	50	85	1	3	Yes	No	5	Adella M. Woodcock	22
1,402	50	125	1	3	No	No	1	Jennie P. Forbes	23
375	25	30	1	2 1/2	No	Yes	1	Mary M. Bennett	24
456	30	50	2	5	No	Yes	1	Grace E. Dowd	25
1,300	50	100	2	4 1/2	No	No	2	Georgiana Minor	26
350	25	72.31	1	2	No	Yes	1	Bertha L. Coy	27
490	25	40	1	2	No	Yes	2	Alice B. Hartland	28
720	29.72	50	2	4	No	Yes	2	Alice B. Hartland	29
430	29.72	40	1	2	No	Yes	2	Alice B. Hartland	30
800	25	75	2	3 1/2	No	No	2	Minnie E. Meehan	31
1,270	25	75	2	3 1/2	No	Yes	3	Mary L. Smith	32
680	25	75	2	3 1/2	No	No	3	Florence A. Camp	33
820	25	75	2	3 1/2	No	No	2	Ella J. Beckley	34
800	25	75	2	3 1/2	No	No	2	Catherine Parker	35
840	25	75	2	3 1/2	No	No	2	Lora A. Mix	36
840	25	75	2	3 1/2	No	No	2	Annah T. L. Parsons	37
2,250	25	75	2	3 1/2	No	No	2	Elizabeth W. Wells	38
825	25	75	1	2 1/2	No	No	3	Alice O'Grady	39
800	25	52	1	3	Yes	No	2	Katherine S. Chesebro	40
800	25	52	1	2 1/2	No	Yes	2	Julia C. Wicklund	41
920	25	52	1	3	No	No	2	Mabel E. Greene	42
500	25	52	1	3	No	No	2	Grace H. Bowers	43
550	3.38	56.44	1	4 1/2	No	No	1	May V. Hotchkiss	44
950	5.56	56.44	1	1 1/2	No	No	2	Gertrude A. Woodruff	45
550	6.44	56.44	1	4 1/2	No	No	2	Ellen Hill	46
850	8.15	56.44	1	2 1/2	Yes	No	2	Lottie M. Hall	47
2,175	8.02	78.44	2	4 1/2	No	No	2	Florence A. Pardee	48
950	8.78	78.44	2	4 1/2	No	No	4	Jessie I. Scranton	49
800	9.10	78.44	2	4 1/2	No	No	2	Lucia B. Barnes	50
950	10.25	56.44	2	4 1/2	No	No	2	Edith A. Dettra	51
550	12.18	56.44	2	4 1/2	No	No	2	Rebecca Fleetwood	52
550	14.63	56.44	1	1 1/2	No	No	2	Lottie M. Hall	53
1,000	18.60	56.44	1	2 1/2	No	No	2	Gertrude A. Woodruff	54
1,050	23.63	56.44	2	4 1/2	No	No	2	Katherine M. Langtry	55
1,400	29.02	56.44	2	4 1/2	No	No	2	Mary E. Musson	56
950	27.62	78.44	2	4 1/2	No	No	3	Emma J. Tuttle	57
700	28.14	78.44	2	4 1/2	No	No	2	Mary W. Brown	58
700	.....	.....	2	3 1/2	No	Yes	2	Maud E. Gregory	59
800	30	50	1	2 1/2	No	No	2	Sara A. Whalen	60
650	8.50	50	2	3 1/2	No	Yes	2	Grace M. Hyatt	61
825	100	100	2	4 1/2	No	Yes	2	A. Louise Rawson	62
700	8.00	50	2	3 1/2	No	Yes	2	Sara G. Campbell	63
750	40	50	2	3 1/2	No	Yes	2	Maude E. Gregory	64
750	25	111.70	1	3	No	No	2	Susan C. Whittlesey	65
650	25	111.70	1	3	No	No	2	Lucy B. Stone	66
720	25	111.70	1	3	No	No	2	Gertrude Browning	67
600	25	125	2	5	No	No	3	Clara H. Fleetwood	68
700	25	111.70	1	3	No	No	2	Fannie A. Bishop	69
700	25	111.70	1	3	No	No	2	Rose M. Cassidy	70

TABLE LIV—

	TOWN OR CITY	DISTRICT OR SCHOOL	CHILDREN				
			No. enrolled 1901-'02	No. 1 yrs. old and under	No. over 3 y.	Age of youngest child	Age of eldest child
71	Norwich.....	Wequonnoc.....	87	20	67	3 y.	7 y.
72	Plainville.....	Plainville.....	75	...	75	3 y.	6 y.
73	Plymouth.....	Plymouth.....	21	...	21	4 y.	7 y.
74	Salisbury.....	Terryville.....	73	1	72	3 y.	8 y.
75	Salisbury.....	Center.....	41	1	40	3 y.	9 y.
76	Salisbury.....	Lakeville.....	37	3	34	3 y.	7 y.
77	Stafford.....	Stafford Springs.....	30	...	30	4 y.	6 y.
78	Stamford.....	Franklin St.....	47	...	47	4 y.	7 y.
79	Stamford.....	West Stamford.....	83	...	83	4 y.	6 y.
80	Wallingford.....	Colony St.....	64	3	61	3 y.	6 y.
81	Wallingford.....	Cottage School.....	39	5	34	3 y.	5 y.
82	Wallingford.....	North Main St.....	50	9	41	3 y.	8 y.
83	Wallingford.....	Whittlesey Ave.....	81	...	81	3 y.	7 y.
84	West Hartford.....	Center.....	19	...	19	4 y.	6 y.
85	West Hartford.....	Charter Oak.....	27	...	27	3 y.	6 y.
86	West Hartford.....	East.....	17	...	17	3 y.	6 y.
87	West Hartford.....	Elmwood.....	22	...	22	3 y.	6 y.
88	Winchester.....	West Winsted.....	99	12	87	3 y.	6 y.
89	Windham.....	Nauchaug.....	72	13	59	2 y.	7 y.
90	Windham.....	Oaks.....	30	1	29	3 y.	6 y.
91	Windham.....	Windham St.....	101	26	75	2 y.	7 y.
92	Windsor.....	Third.....	52	...	52	3 y.	7 y.
93	Windsor.....	Rainbow.....	21	1	20	3 y.	7 y.
94	Windsor.....	Ninth.....	37	3	34	2 y.	7 y.
95	Woodbury.....	Mitchell.....	34	3	31	3 y.	8 y.
	Totals.....		7842	242	7590	...	...

KINDERGARTENS 1901-1902 — *Concluded*

EXPENSES			SESSIONS		Is there a kindergarten building?	Is any primary work done?	Number of Kindergartners.	NAME OF PRINCIPAL	
Salaries	Material	Fuel and incidentals	How many each day?	How many hours?					
\$680	\$50	\$50	2	4	No	Yes	2	Mathilde Stapfer	71
560	15	33.53	2	4	No	Yes	2	Susan Granniss	72
361	10	40	2	4 1/2	No	Yes	1	Edith M. Barber	73
700	20	40	2	4 1/2	No	Yes	2	Rosa E. Miller	73
475	30	27	2	3 1/2	No	Yes	1	Erma I. Pratt	74
380	30	27	2	3 1/2	No	Yes	1	Sarah L. Scofield	75
396	12	82.50	2	4	No	No	1	Martena A. Stupplebeen	76
500	17.57	120	2	3 1/2	No	No	1	Mary L. Howell	77
500	28.61	104	2	3 1/2	No	Yes	2	Mary L. Wood	78
850	11.25	49.40	2	3 1/2	No	Yes	2	Bessie C. Lane	79
850	11.25	49.40	2	3 1/2	No	Yes	2	Claire A. Banks	80
850	11.25	49.40	2	3 1/2	No	Yes	2	Edna L. Brown	81
850	11.25	49.40	2	3 1/2	No	Yes	2	Leila A. Maltby	82
463	45.18	204.15	1	2 1/2	No	No	2	Viola A. N. Doolittle	83
415	18.68	115.76	1	2 1/2	No	No	2	Lucy A. Hazen	84
620	24.12	139.59	1	2 1/2	No	No	2	Lucy W. Dunlap	85
430	24.17	105.79	1	2 1/2	No	No	1	Emma L. Heath	86
700	70.00	38.38	2	4 1/2	No	Yes	2	Louise Fenton	87
1,160	25.00	15.00	2	3 1/2	No	Yes	3	S. Maud Richard	88
360	7.83	25.00	1	2 1/2	No	No	1	Agnes G. Hickey	89
1,300	23.51	40.00	1	2 1/2	No	No	2	Eliza G. Graves	90
504	34.00	95.31	1	2 1/2	No	Yes	2	G. Vivien Brown	91
324	40.83	28.00	1	2 1/2	No	Yes	1	May L. Dickson	92
324	30.00	90.52	2	4	No	Yes	1	Mary F. Bass	93
300	25.00	86.57	2	5 1/2	No	Yes	1	Martha A. Burrell	94
86274.00	3518.31	7270.82	.....	.....	.....	.....	211	.....	95

TEMPORARY HOMES

The acting visitors of the schools at Temporary Homes appointed by the State Board of Education were Mr. Giles Potter and Mr. S. P. Willard. The former visited the schools in Fairfield and Middlesex counties and the latter the schools in Hartford and New London counties.

REPORT OF MR. GILES POTTER

MR. CHARLES D. HINE

Secretary

SIR:—The following is my report as acting school visitor, appointed by the State Board of Education, for the schools in the Temporary Homes in Fairfield and Middlesex counties.

During the year I visited and examined these schools as required by law and in accordance with your instructions.

The schools were in the rooms made and furnished for them, as described in my former reports. The rooms remained in the same good condition, well adapted to their purpose.

The management and instruction in both schools were under the teacher who had been employed in them for several preceding years.

In the Fairfield County Home three teachers were employed. The school was in session forty weeks. In October, 1901, the number of children enumerated was 93. The entire number registered during the year was 156. Of these 64 only remained in the school during the year, while the average daily attendance was 82.

The school in the Middlesex County Home was taught by a duly qualified teacher, with an assistant having charge of the younger children. This school was in session thirty-eight weeks. The number of children enumerated in October, 1901, was 54. The entire number registered during the year was 74. The number remaining through the year was 41, with an average attendance of 55.

Thus it appears that in one of these schools 40 per cent. only of the children registered remained through the year. In the other school 55 per cent. remained through the year. There was but little sickness in either Home, and there are no other reasons for the children to be absent from school while in these Homes. If it were not for the changes of residence the average attendance for the year would be nearly equal to the number registered.

We speak of grades in these schools as in others. Of course the children are divided and arranged in classes in the different rooms according to their attainments. But no regular course of study can be pursued, for there is no certainty when a child enters the school that he will continue there even a week, though

some have been in the Homes for years. Under these conditions the teachers have to give these children the instruction they seem to be most in need of, and in those best adapted to their circumstances. In this they have been quite successful, and all of them deserve commendation for their patient and faithful services.

GILES POTTER.

TABLE LV
SHOWING ATTENDANCE IN TEMPORARY HOMES 1901-1902

COUNTY	LOCATION	Enumerated October, 1901	Different children registered	Remaining through the year	Average attendance for the year	NAMES OF TEACHERS
Hartford	Warehouse Point	.....	110	35	66.6	{ Mary E. Pilling Ruby V. Thorpe
New London	Preston	.....	88	47	61.1	{ Anabel Perkins Marion G. Beebe
Fairfield	Norwalk	93	156	64	82	{ Helen A. Bell Ellen Merrill Julia E. St. John
Middlesex	Haddam	54	74	41	55	Belle Dickinson

DRAWING

The following table gives the towns and districts in which drawing is a prescribed subject and directed or taught by a special teacher :

TABLE LVI—1901-1902

TOWN	Time given to the subject	Expense	Name of teacher
1 Ansonia	1 h. p. wk. in all grades	\$600.00	Daisy C Allen
2 Branford	Total, 9 hours per week	196.00	Elsie L Nichols
3 Bridgeport	1½ hours per week	1,000.00	Anne D Hallock
4 Bristol	1½ hours per week	637.78	Alice M Bartholomew
5 Canton	1½ hours per week		Arie E Kelley
6 Derby	3½ hrs. p.w. in all schools	500.00	Elsie G Fay
7 Enfield	Total, 8 hours per week	332.50	Grace Osborn
8 Fairfield	1½ to 2½ hours per week	24.00	A Effie Nicholson
9 Greenwich	according to grade	No ex. exp.	Ellen F Parshley
10 Groton	1 hour per wk. by regular teacher	500.00	Hobart Jacobs
11 Guilford	5½ hours per week	400.00	Frances E Nye
12 Hartford	1 hour per week in each grade	166.50	Charles D Hubbard
13 High School	1 hour per week	3,000.00	Arthur B Babbitt
14 High School	2 hours per week		Hermann N Matzen
15 Arsenal	Av. 1 h. 20 m. per week	800.00	Solon P Davis
16 Arsenal	Av. 1 h. 20 m. per week		* Jennie A Plimpton
17 Brown	Av. 1 h. 10 m. per week	1,567.00	Solon P Davis
18 Brown	Av. 1 h. 10 m. per week		Jennie A Plimpton
19 Northeast	Av. 1 h. 20 m. per week	368.46	Solon P Davis
20 Northwest	Av. 1 h. 20 m. per week		Solon P Davis

* Died April 13, 1922.

ED.—11

TABLE LVI—1901-1902—*Concluded*

TOWN	Time given to the subject	Expense	Name of teacher
12 Hartford— <i>Cont.</i>			
Northwest.....	Av. 1 h. 20 m. per week		Gertrude M Dresser
Second North.....	Av. 1 h. 20 m. per week	\$775.06	Solon P Davis
South.....	Av. 1½ h. per week	2,000.00	Jessie M Newell
South.....	Av. 1½ h. per week		M Grace Dwight
Washington St.....	Av. 1 h. 20 m. per week	526.83	Solon P Davis
Washington St.....	Av. 1 h. per week		Gertrude M Dresser
West Middle.....	1 hour per week	800.00	Clara L Williams
West Middle.....	1 hour per week		Mabel Clark
13 Huntington.....	Total, 5 hours per week	250.00	Grace E Osborne
14 Killingly.....	1 h. p. wk. in each grade	368.20	Alice M Cardwell
15 Manchester.....	1 h. p. wk. in each grade	700.00	Maud N Monnier
	1 h. p. wk. in each grade	921.05	Harriet D Condon
16 Meriden.....	4 periods per week in each school	999.52	H Gertrude Bigelow
17 Middletown.....	Total, 15 hours per week	380.00	Mary E Bennett
18 Naugatuck.....	Av. 1 h. 40 m. per week	1,000.00	J Frances Lewis
19 New Britain.....	20 m. to 45 m. per week according to grade	957.76	M Gertrude Fenn
	1 h. 10 m. per week in each room	750.00	Emeline H Partridge
	1 h. per week in each room	324.00	Mary E Fenn
20 New Haven.....	1 h. to 1½ hrs. according to grade	3,006.38	Frederick L Burnham
	1 hour per week	950.00	Ella M Broderick
21 New London.....	1 h. to 2 hrs. per week according to grade	*1,133.21	Martha W Stearns
22 North Canaan.....	1 h. per week by regular teacher	No ex. exp.	Adella Merwin
23 Norwalk.....	1 hour per week	450.00	Adeline F Bouton
24 Norwich.....	Total, 10 hours per week	500.00	Mabel Webb
	Total, 10 hours per week		Elizabeth T Gallup
25 Orange.....	2 hours per week	56.55	Adella Platt
26 Plainville.....	½ h. p. wk. in each room	127.39	Mary E Fenn
27 Seymour.....	Total, 4½ hrs. per week	195.00	Grace E Osborne
28 Stamford.....	1 h. to 1½ hrs. according to grade	1,239.00	Marie Gurnee
			Bertha S Shepard
29 Stonington.....	2½ hours per week	540.00	Frances A Nye
Mystic.....	3 hrs. in week in six rooms		Frances A Nye
30 Stratford.....	40 m. per week	500.00	Mae D Brydte
31 Thompson.....	1½ to 1½ hrs. per week according to grade	501.10	Alice Sturdy
32 Torrington.....	Av. 1 hour per week		Mary W Evans
33 Vernon.....	45 m. per week	625.00	Maud N Monnier
34 Wallingford.....	Total 10 hours per week	100.00	Blanche Harrison
35 Waterbury.....	1½ hours per week	800.00	Alice E Macomber
			Lillian H Nichols
36 Winchester.....	Av. 1 hour per week	228.00	Mary W Evans
37 Windham.....	Total, 2½ days each wk	677.34	Mary G Henderson
	1 h. to 1 h. 40 m. per wk.	1,399.92	Emelene A Dunn
	according to grade		
38 Woodbury.....	1 h. 20 m. per week	225.00	S Augusta Salmon

*This amount includes expense for manual training.

SINGING

The following table gives the towns and districts in which vocal music is a prescribed subject, and taught or supervised by a special teacher:

TABLE LVII—1901-1902

TOWN	Time given to the subject	Expense	Name of teacher
1 Ansonia.....	1½ hours per week	\$842.13	Mrs Mary A Griggs
2 Berlin.....	1 hour per week	nothing	William E Brown
3 Branford.....	9½ hours per week	104.00	Marguerite H Bulford
	9½ hours per week	159.50	Maude R Russell
4 Bridgeport.....	1 hour per week	1,500.00	F E Howard

TABLE LVII — 1901-1902 — *Concluded*

TOWN	Time given to the subject	Expense	Name of teacher
Bristol.....	1 h. in upper grades 15 m. daily in lower grades	\$452.39	Ellen P Hubbell
6 Bi	3 hours per week		
7 Canton.....	1 h. in each department	172.00	Marcus Wood
8 Danbury.....	1 hour per week	551.00	Mildred Stearns
9 Derby.....	1 1/2 hours per week	625.00	L W Harvey
10 East Windsor.....	2 1/2 hours per week	460.00	Jennie E Raymond
11 Ellington.....	2 1/2 hours per week	199.40	George Lackey
12 Enfield.....	1 h. 40 m. on an average	300.00	John P Clark
13 Essex.....	7 hours per week	570.00	Elaine Hanson
14 Hartford.....		250.00	George I FAVOR
High School.....	2 hours per week	480.00	Denslow King
Arsenal.....	1 1/2 hours per week		Mrs Charles Harrington
Arsenal.....	1 h. 43 m. per week	300.00	
Brown.....	1 1/2 hours per week	750.00	Richmond P Paine
Northeast.....	1 1/2 hours per week	521.60	Irving Emerson
Northwest.....	1 1/2 hours per week	200.00	Grace H Phelps
Second North.....	1 1/2 hours per week	539.78	Irving Emerson
South.....	1 h. 25 m. per week		Lella M Smart
South.....	1 hour per week	2,000.00	Lella M Smart
Washington St.....	1 h. 20 m. per week	300.00	Irving Emerson
West Middle.....	1 1/2 hours per week	750.00	William D Monnier
15 Killingly.....	4 1/2 hours per week	653.00	Agnes C Bryan
16 Litchfield.....	2 1/2 hours per week	130.00	William D Monnier
17 Manchester.....	1 1/2 hours per week	570.00	Irving Emerson
18 Meriden.....	5 periods per week in each school	700.00	Mary E Emerson
19 Middletown.....	7 1/2 hours per week	250.00	Marion D Chollar
20 Milford.....	1 1/2 hours per week	150.00	Isabelle M Walbridge
21 Naugatuck.....	40 m. to 1 h. 40 m. according to grade	700.00	Carrie A Kauffman
22 New Britain.....	1 1/2 hours per week	1,200.00	Annie O Nichols
23 New Haven.....	1 hour per week	624.96	G Frank Goodale
24 Newington.....	1 1/2 hours per week	493.97	Bertha A Rockwell
25 New London.....	1 hour 40 m. per week	624.46	Richard B Lyon
26 North Haven.....	2 1/2 hours per week	380.00	William H Miner
27 Norwalk.....	45 m. per week in each grade	700.00	George B Matthews
28 Norwich.....	1 1/2 hours per week	550.00	William E Brown
Central.....	1 1/2 hours per week	1,050.00	B J Jepson
West Chelsea.....	1 1/2 hours per week		William E Brown
Greeneville.....	1 1/2 hours per week	720.00	Bertha M Bull
Wequonnoc.....	1 1/2 hours per week	325.00	J A Van Kuren
29 Plainville.....	1 1/2 hour per week	159.90	Richard B Lyon
30 Plymouth.....	5 1/2 hours per week	205.78	Anna E Baldwin
31 Portland.....	5 1/2 hours per week	225.00	J Herbert George
32 Seymour.....	3 hours per week	300.90	Fred W Lester
33 Simsbury.....	3 1/2 hour per week	276.08	Mary E Rogers
34 Stafford.....	2 1/2 hours per week		Alice A Wilcox
35 Stamford.....	from 15 to 30 m. per week	1,239.00	Daisy A Booth
36 Stonington.....	1 hour per week	567.00	Eva L Wallmo
37 Stratford.....	from 1-2 hours per week according to grade	500.00	G Frank Goodale
38 Thomaston.....	1 1/2 hours per week	144.36	Charlotte W Redding
39 Thompson.....	1 hour per week	504.40	May Colburn
40 Torrington.....	1 h. 40 m. per week, av.	100.00	Ethel I Whalen
41 Verno.....	1 hour per week	625.00	Everett Noyes
42 Wallingford.....	1 hour per week	200.00	Harriet W Woodward
43 Waterbury.....	1 1/2 h. per week, average	2,000.00	Mae D Brydle
44 West Hartford.....	45 m. to 1 h. 20 m. p. wk., according to grade	370.00	George F Ellinwood
45 Wethersfield.....	4 hours per week	101.50	Mrs A G E Vose
46 Winchester.....	1 1/2 hours per week	440.00	Sterrie A Weaver
47 Windham.....	1 1/2 hours per week	63.00	Daisy A Booth
48 Willimantic.....	3 hours per week	439.09	Kate M Preston
49 Windsor Locks.....	1 1/2 hours per week	800.00	Nellie Dee
		160.17	Katherine A Gloster
			L W Harvey
			Jennie L Burnham
			Frances E Dutton
			Oscar P Hurlbut
			Carrie A Kauffman
			Annie O Nichols
			Harriet Wilson
			Irving Emerson

* Died Nov. 20, 1901.

DOMESTIC SCIENCE

INCLUDING COOKING AND SEWING

Domestic science is taught in the following towns:

TABLE LVIII—1901-1902

TOWNS	Time given to the subject	Ex- pense 1901-1902	Name of teacher
Hartford	2 hours per week in each subject 1½ hours per week	\$1,475.22	Margaret T. Hedden Harriet W. Foote Eudora A. Daniels
Manchester	1½ hours per week	684.00	Carrie H. Conley
New Britain	From 45 m. to 1 hr. 20 m. per week according to grade	172.00	Etta P. Flagg
New Haven	1 hour per week 2 hours per week	750.00 550.00	Jennie Messer Maude E. Field
Stamford	1 hour 10 m. per week	612.13	Kathryn H. Root

MANUAL TRAINING

Manual training is prescribed as a branch of study in the following towns:

TABLE LIX—1901-1902

	Time given to the subject	Ex- pense	Name of teacher
BRISTOL—	1¼ hours per week	\$600.00	Sarah Walker
HARTFORD—			
High School.....	2 periods per week	9,100.52	Charles B. Howe Frank J. Preston Harris W. Moore
High School.....	2 periods per week		
Grammar Grades.....	1½ hours per week		
Grammar Grades, Assistant.....	1½ hours per week		George L. Lewis
MANCHESTER—			
Ninth Dist.....	1-2 hours per week	700.00	Sybil M. Gray
NAUGATUCK—			
Grammar Grades.....	40 minutes per week	180.00	William H. O'Meara
High School.....	1 hour 20 minutes per week		
NEW BRITAIN—			
Consolidated Dist.....	½ to 1½ hours per week according to grade	1,000.00	Klaus Carlson
NEW HAVEN—			
City Dist.....	1 hour per week	750.00	Mary A. Pinney
City Dist.....	5 hours per week	100.00	Isaac P. Smith
City Dist.....	2 hours per week	250.00	Richard H. Gallagher
NEW LONDON—			
SALISBURY—	1-2 hours per week	1,133.21*	Martha W. Stearns
		100.00	Laura Chapin
STAMFORD—			
	1 day per week for 25 weeks	209.00	Howard D. Brundage

* This amount includes expense for drawing.

PRIVATE SCHOOLS

Since 1888 private schools have made returns. A detailed compilation for 1901-1903 will be found on pages 166-169, and a summary for eleven years is given below :

TABLE LX

Report of Year			Registered	Average Attendance
1893	.	.	22,814	16,236
1894	.	.	23,939	16,455
1895	.	.	25,965	19,113
1896	.	.	25,678	18,986
1897	.	.	26,577	19,984
1898	.	.	27,352	21,476
1899	.	.	29,983	22,581
1900	.	.	30,083	22,154
1901	.	.	31,190	23,475
1902	.	.	31,347	23,456]
1903	.	.	35,063	25,837

STATISTICS OF PRIVATE SCHOOLS

TABLE LXI

TOWNS	NAMES OF SCHOOLS	Number of different scholars registered	Number over 16 years of age	Average attendance for the year	Length of school in days	Number of teachers	Number of grades
HARTFORD COUNTY							
Hartford.....	* St. Joseph's School.....	1,089	5	833	180	18	9
	* St. Peter's School.....	1,168	.....	791	183	17	9
	* St. Patrick's School.....	1,297	1	900	177	21	9
	Charles C. Stearns Sch. for Boys	27	15	22	169	5	5
	Watkinson Farm School.....	25	2	20	275	1	..
	Huntsinger's Business & Short-hand College.....	568	541	.....	218	8	..
	Daisy M. Smith's School.....	6	.....	.....	178	2	1
	Morse Business College.....	614	578	.....	235	10	..
	Industrial Home for Blind.....	26	26	22	209	4	..
	Miss Julia B. Burbank's School.	20	3	19	.....	5	3
	Kindergarten for Blind.....	30	.....	30	195	5	4
	Olmsted Commercial College ..	36	36	20	.....	2	..
	The Beacon School.....	32	9	24	166	5	..
Berlin.....	Miss Sarah Roy's School.....	14	.....	10	180	1	..
	Worthington School.....	16	7	14	171	7	..
Bristol	* Evangelical Lutheran Par. Sch.	50	.....	36	201	1	5
East Hartford.....	Miss Adelaide Loomis's School.	10	.....	7	180	1	4
Enfield	* St. Joseph's School.....	315	1	267	190	6	9
	Shaker School, Church Family...	8	.....	8	180	1	..
	Shaker School, North Family...	23	1	21	180	1	5
Farmington.....	Mrs. T. H. Root's School.....	4	.....	4	120	1	1
	Mary L. Gwakney's School.....	4	.....	4	.....	1	..
Glastonbury.....	Free Academy.....	111	31	93	185	4	5
New Britain.....	* St. Mary's School.....	1,392	4	1,168	174	22	9
	* Sacred Heart School.....	90	.....	88	180	2	5
	* St. Matthew's Evangelical Lutheran Parochial School.....	112	.....	84	182	2	7
Simsbury.....	McLean Seminary.....	21	11	19	130	6	..
	Westminster School for Boys ..	47	43	45	217	6	6
Suffield.....	Connecticut Literary Institute..	90	80	85	180	5	4
Windsor	Hayden Hall School.....	39	17	36	175	8	..
Windsor Locks.....	* St. Mary's School.....	378	.....	322	197	7	9
Totals	31 Schools.....	7,662	1,411	4,992	.....	185	..
NEW HAVEN COUNTY							
New Haven.....	* St. John's Parochial School....	549	20	417	200	10	8
	* Sacred Heart Parochial School	1,144	7	975	194	15	8
	* St. Francis' Parochial School...	545	1	665	194	12	8
	Hopkins Grammar School.....	56	31	45	181	4	..
	Yale Business College.....	97	.....	75	↑	6	..
	Booth's Preparatory School.....	182	176	100	204	10	4
	Anderson Normal School of Gymnastics.....	394	200	382	190	9	..
	Gaffey's School of Shorthand and Typewriting.....	167	.....	50	253	4	..
	Miss Whedon's School for Boys.	41	.....	35	175	10	..
	Emma J. Thompson's School.....	20	.....	15	190	2	2
	Alma Leighton's School.....	58	.....	58	166	4	..
	Mary S. Johnstone's School.....	154	29	109	178	13	14
	Carrie M. Chapman's School.....	24	.....	15	200	1	..
	Free Kindergarten, Oak St.....	61	.....	35	194	2	..
	Free Kindergarten, Lloyd St.....	85	.....	.....	.....	.....	..
	The Childs Butler Business College.....	246	242	102	260	5	3
	Charlotte A. Willard's School...	16	4	12	245	3	3
	* Evangelical Luth. Par. School	52	.....	44	198	1	..
	* St. Bonifacius School.....	184	.....	173	191	4	7
Ansonia.....	* Sacred Heart School.....	98	.....	74	201	3	..
	Alice E. Hoadley's School.....	31	.....	25	191	2	7
Cheshire.....	* Episcopal Academy.....	75	43	74	259	7	6
Branford.....	Swedish School.....	61	.....	45	40	1	..
	Irene Griswold's School.....	15	.....	8	195	1	5
Derby.....	Pope's Business College.....	42	42	39	250	2	..

* Ecclesiastical. † Sept. 1 to July 1.

STATISTICS OF PRIVATE SCHOOLS

TABLE LXI.—Continued

TOWNS	NAMES OF SCHOOLS	Number of different scholars registered	Number over 16 years of age	Average attendance for the year	Length of school in days	Number of teachers	Number of grades
NEW HAVEN COUNTY —Continued							
Derby.....	* St. Mary's Parochial School.....	696	20	529	192	12	8
	Miss Alice Hoppen's School.....	30	.....	15	189	1	.....
Hamden.....	Miss Maude C. Thorpe's School.....	6	.....	5	.....	1	1
	Miss E. E. Dickerman's School.....	12	2	10	185	1	3
Meriden.....	* St. John's Evangelical Lutheran Parochial School.....	248	.....	186	205	4	7
	* St. Rose's Parochial School.....	845	2	698	197	14	9
	* Immanuel Lutheran German Saturday School.....	85	.....	75	50	2	4
	* St. Stanislaus' School.....	79	.....	72	.....	1	4
	* St. Laurent's School.....	204	.....	245	200	5	8
	* St. Mary's Parochial School.....	217	.....	208	196	4	.....
Milford.....	Mrs. L. Simpson's School.....	18	.....	14	176	1	.....
Naugatuck.....	Hillside Avenue School.....	15	.....	8	197	1	.....
	* St. Francis' Parochial School.....	643	1	507	193	11	.....
Southbury.....	South Britain Select School.....	13	1	9	140	1	9
Wallingford.....	The Choate School.....	38	9	35	180	7	8
	The Phelps School.....	38	8	35	180	8	.....
Waterbury.....	* St. Margaret's School.....	155	65	.....	170	10	.....
	* Academy of Notre Dame.....	194	52	179	203	12	12
	* St. Mary's School.....	822	1	710	185	15	9
	Waterbury Industrial School.....	310	.....	146	110	24	3
	* St. Ann's School.....	528	.....	415	175	10	8
	Gerard School.....	60	1	56	175	3	8
	Margaret L. White's School.....	28	.....	10	189	1	.....
Totals.....	48 Schools.....	10,080	957	7,739	.....	289	.....
NEW LONDON COUNTY							
New London.....	Williams Memorial Institute.....	191	114	177	190	9	4
	* St. Mary's Parochial School.....	754	3	663	188	12	9
	Miss Allender's School.....	10	.....	8	180	1	.....
	Maria L. Peabody's School.....	21	4	7	173	1	.....
	The Bulkeley School.....	95	38	85	191	5	4
	Adelaide R. da Silva's School.....	5	.....	4	150	1	.....
Norwich.....	Free Academy.....	309	152	290	188	14	4
	Norwich Business College.....	94	23	51	260	4	.....
	* St. Patrick's Parochial School.....	712	1	550	189	13	9
	* Taftville Parochial School.....	390	.....	353	174	9	8
	Miss C. E. Blackman's School.....	18	.....	15	187	4	.....
	Miss Matilda Butta's School.....	6	4	3	170	4	2
Colchester.....	Day High School.....	5	3	4	80	1	.....
North Stonington.....	The Edgar Wheeler School.....	18	5	15	179	2	4
Old Lyme.....	"Boxwood".....	28	20	26	160	10	.....
	Black Hall School.....	22	12	20	170	5	.....
Sprague.....	* St. Joseph's School.....	298	.....	223	200	5	6
Stonington.....	* St. Michael's School.....	320	.....	289	199	6	8
	Mystic Valley English & Classical Institute.....	28	13	19	200	2	4
Totals.....	19 Schools.....	3,324½	392	2,802	.....	108	.....
FAIRFIELD COUNTY							
Bridgeport.....	* St. Augustine's School.....	666	2	568	193	11	8
	* Sacred Heart School.....	970	1	840	186	15	8
	* St. Mary's Parish School.....	352	.....	261	181	5	8
	Y. M. C. A. Trade School and Institute.....	189	172	162	†	8	.....
	Mrs. B. F. Walker's School.....	15	.....	12	200	2	2
	Fannie A. Smith's Kindergarten.....	40	.....	36	181	3	.....
	Union Business College.....	245	245	.....	†	6	.....
	Park Avenue Institute.....	71	41	68	273	4	5

* Ecclesiastical.

† Oct. 8 to Apr. 11.

‡ All the year.

STATISTICS OF PRIVATE SCHOOLS

TABLE LXI.—Continued

TOWNS	NAMES OF SCHOOLS	Number of different scholars registered	Number over 16 years of age	Average attendance for the year	Length of school in days	Number of teachers	Number of grades
FAIRFIELD COUNTY —Continued							
Bridgeport.....	The Grove Street Private School and Kindergarten.....	42	....	32	200	3	8
	The Courtland School.....	84	19	71	172	10	11
	University School.....	28	11	26	180	4	6
Danbury.....	* St. Peter's Parochial School.....	1,010	6	822	198	17	9
	Fannie I. Foote's School.....	14	2	8	200	1	...
	* Evangelical Lutheran School.....	127	....	95	189	3	8
	Miss Mary Stevens' School.....	28	1	18	188	1	...
	Miss Charlotte Wakeman's Sch'l	13	....	9	193	1	...
Brookfield.....	Curtis School for Boys.....	24	....	23	154	2	...
Fairfield.....	Miss Augusta Smith's School.....	12	2	11	180	7	...
	Miss L. A. Lacey's School.....	19	....	15	180	1	3
Greenwich.....	* St. Mary's School.....	222	....	165	180	4	9
	Rosemary Hall.....	95	60	....	226	10	5
	Greenwich Academy.....	55	3	48	185	5	...
New Canaan.....	Wyckoff School.....	13	12	11	196	1	2
Newtown.....	Newtown Academy.....	34	4	24	180	4	...
	* Newtown Parochial School.....	45	1	36	189	2	7
	Miss Jennie Briscoe's School.....	35	7	27	180	2	...
Norwalk.....	* St. Mary's Parochial School.....	446	....	361	196	8	8
	Carl A. Harstrom's School.....	32	31	25	185	6	...
	Norwalk University School.....	38	....	33	170	4	...
	Miss Baird's Institute for Girls and Young Ladies.....	70	50	61	265	11	8
	Brown Business College.....	154	140	93	258	8	...
Stamford.....	Miss Low's School.....	80	14	80	195	11	12
	Betts Academy.....	56	31	53	234	10	...
	Evangelical Lutheran Parish School.....	21	....	16	191	1	...
	Miss Carrie A. Hoyt's School.....	16	....	11	160	1	...
	Merrill's Business College.....	109	....	95	255	6	...
	H. M. King's School.....	57	17	53	165	6	6
	The Misses Warren's Priv. Scho'l	14	....	14	253	3	4
	* St. John's School.....	580	3	443	177	12	10
	Louis D. Marriott's School.....	30	16	30	245	6	8
Westport.....	Staples High School.....	44	11	37	195	3	...
	Miss A. G. Bradley's School.....	25	1	7	128	1	...
Totals.....	42 Schools.....	6,235	912	4,800	....	229	...
WINDHAM COUNTY							
Brooklyn.....	* Parochial School.....	125	....	120	205	2	4
Canterbury.....	Nellie Carey's School.....	5	...	4	75	1	4
Killingly.....	* St. James's Parochial School.....	318	....	212	195	5	8
Pomfret.....	Pomfret School.....	108	40	108	252	10	6
Putnam.....	* St. Mary's Parochial School.....	683	....	499	182	12	...
Thompson.....	* St. Joseph's School.....	531	....	327	194	8	...
Windham.....	* St. Joseph's Parochial School.....	920	7	704	200	22	9
Woodstock.....	Woodstock Academy.....	69	40	56	188	4	...
Totals.....	8 Schools.....	2,759	87	2,030	....	64	...
LITCHFIELD COUNTY							
Litchfield.....	Mrs. M. H. Roberts' School.....	9	....	6	179	1	3
Cornwall.....	The Cornwall School.....	30	18	....	273	4	4
Goshen.....	Goshen Academy.....	9	9	8	140	1	...
Kent.....	Katherine M. Hopson's School.....	15	6	12	180	1	...
New Hartford.....	* St. Mary's Parochial School.....	576	....	156	190	4	9
New Milford.....	Weantnau School.....	18	12	17	180	7	6
	Mary C. Wells's School.....	30	....	20	181	1	...
	Ingleside School.....	72	50	....	...	20	6
Norfolk.....	The Robbins School.....	28	19	21	173	4	...
Roxbury.....	Booth Free School.....	20	3	11	180	1	...
	Rev. W. D. Humphrey's School.....	5	....	4	153	1	...
Salisbury.....	The Hotchkiss School.....	163	113	122	175	12	...

* Ecclesiastical.

PRIVATE SCHOOLS

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STATISTICS OF PRIVATE SCHOOLS

TABLE LXI.—Continued

TOWNS	NAMES OF SCHOOLS	Number of different scholars registered	Number over 16 years of age	Average attendance for the year	Length of school in days	Number of teachers	Number of grades
LITCHFIELD COUNTY —Continued							
Salisbury.....	Taconic School	45	14	43	165	9	9
	* St. Mary's School	82	2	62	180	2	...
	St. Austin's School	11	4	11	240	4	6
	Private School, Lime Rock.....	9	...	...	145	1	...
Torrington.....	* St. Francis' Parochial School...	924	3	700	197	13	8
Washington	The Gunnery.....	48	22	45	180	9	6
	The Ridge	8	8	7	172	3	...
	Upson Seminary.....	14	10	11	185	2	...
Watertown.....	The Taft School.....	75	32	73	170	7	5
	Helen W. Woodward's School...	3	...	2	161	1	3
Winchester	* St. Anthony's School.....	317	...	270	165	7	8
	Gilbert Home.....	419	...	228	205	7	...
	The William L. Gilbert School...	139	79	125	180	6	4
Totals.....	25 Schools	3,069	404	1,974	...	129	...
MIDDLESEX COUNTY							
Middletown.....	* St. John's School	658	...	490	180	10	9
	The Misses Patten's School.....	45	...	41	...	5	...
	Alice F. Jackson's School.....	16	...	16	195	2	3
	Anne N. Watrous's School.....	15	...	11	179	1	...
	Miss S. Louise Emmette.....	13	...	10	176	2	...
Clinton.....	Morgan School	278	49	246	175	12	12
Essex.....	Pratt High School	17	6	11	184	1	3
Portland.....	* St. Mary's School	152	...	108	181	3	...
Totals.....	8 Schools	1,194	55	933	...	36	...
TOLLAND COUNTY							
Coventry.....	Fannie Kingsbury's School.....	8	3	6	160	1	...
Ellington.....	Mary Harper's School.....	7	...	7	60	1	1
Stafford.....	* St. Edward's School	221	...	161	138	4	8
Vernon.....	* St. Bernard's School.....	432	...	346	186	6	8
	* Evangelical Lutheran Trinity Parochial School.....	72	...	47	216	1	...
Totals.....	5 Schools	740	3	567	...	13	...

* Ecclesiastical.

SUMMARY

COUNTIES	Number of Schools	Number of different scholars registered	Number over 16 years of age	Average attendance for the year.	Number of teachers
Hartford	31	7,662	1,411	4,992	185
New Haven.....	48	10,080	957	7,739	289
New London	19	3,324	392	2,802	108
Fairfield.....	42	6,235	912	4,800	229
Windham.....	8	2,759	87	2,030	64
Litchfield.....	25	3,069	404	1,974	129
Middlesex.....	8	1,194	55	933	36
Tolland.....	5	740	3	567	13
The State	186	35,063	4,221	25,837	1,053

ARBOR AND BIRD DAY.

In 1902 the Governor issued the following proclamation :

By authority of Chapter XIV of the Public Acts of 1899 I hereby appoint Friday, May 2d, 1902, as Arbor and Bird Day, and in full approval of the purposes of this Act I again urge upon the people of Connecticut the necessity and the duty of taking a more active interest in tree culture, and the preservation of game and song birds.

And I especially recommend that those in charge of the schools of the State use every effort to impress upon the rising generation something of the real value of our forest shade trees and birds, to the end that Connecticut may not suffer the irreparable loss that will surely come to the communities that fail to give constant and intelligent protection to these invaluable gifts of nature.

GEORGE P. McLEAN.

SCHOOLHOUSES AND LIBRARIES

Summary of Statistics, 1901-1902

Number of new schoolhouses built during the year . . .	13
Number of schoolhouses in the state . . .	1,586
Number of schoolhouses reported in poor condition . . .	125
Decrease for the year . . .	2
Number of schools having libraries . . .	833
Number of books in school libraries . . .	197,791
Number of districts drawing state money during the fiscal year . . .	271
Total amount of library money paid to districts in the fiscal year ending September 30, 1902 . . .	\$7,385.00
Number of public libraries . . .	147
Number of sittings in public schools . . .	165,287

The number of books in school libraries reported in the years 1885 to 1903 is as follows:

TABLE LXII

1885	28,035	1895	101,875
1886	...	1896	108,319
1887	43,873	1897	128,860
1888	47,907	1898	136,899
1889	56,819	1899	146,498
1890	57,786	1900	158,073
1891	51,446	1901	178,890
1892	66,903	1902	192,525
1893	75,641	1903	197,791
1894	82,128		

The number of school libraries reported in the years 1884-1903 is as follows:

TABLE LXIII

1884	240	1894	461
1885	219	1895	484
1886	262	1896	564
1887	290	1897	663
1888	322	1898	688
1889	377	1899	743
1890	380	1900	771
1891	364	1901	785
1892	383	1902	837
1893	398	1903	833

SCHOOL LIBRARIES

The following table shows the number of districts drawing, the amount of the annual state grants, and the amount expended by the districts:

TABLE LXIV

Report of year	No. districts drawing	Amount received from state treasury	Amount expended
1866	94	\$590.00	\$635.00
.....	..	.....	1,242.12
1867	..	515.00	1,580.71
1868	80	865.00	2,802.93
1869	117	1,730.00	3,898.87
1870	128	1,900.00	5,226.64
1871	139	2,385.00	8,065.20
1872	161	2,345.00	7,458.97
1873	204	2,955.00	7,945.80
1874	183	3,340.00	8,095.73
1875	169	2,450.00	7,668.82
1876	154	2,900.00	8,262.15
1877	132	2,270.00	7,448.72
1878	178	2,985.00	9,543.96
1879	167	3,190.00	7,643.14
1880	195	3,040.00	7,412.54
1881	221	3,005.00	9,446.50
1882	221	4,255.00	9,476.98
1883	188	3,470.00	12,952.57
1884	165	3,090.00	14,968.52
1885	195	3,025.00	13,672.72
1886	185	3,300.00	11,535.05
1887	203	3,525.00	11,001.74
1888	287	5,000.00	13,192.42
1889	242	3,835.00	11,333.72
1890	312	5,890.00	15,331.20
1891	267	4,495.00	16,443.14
1892	294	4,485.00	15,121.33
1893	295	4,960.00	15,426.86
1894	292	6,505.00	15,180.65
1895	383	6,185.00	18,824.55
1896	349	5,820.00	20,402.28
1897	400	7,090.00	22,342.82
1898	404	6,830.00	24,855.79
1899	334	6,305.00	24,984.11
1900	328	7,650.00	20,302.53
1901	286	6,760.00	26,270.83
1902	277	8,025.00	26,209.25
1903	271	7,385.00	26,148.75

TOWN MANAGEMENT OF SCHOOLS

Table lxv shows the towns which have adopted the town system and the year in which the affirmative vote was taken. The star indicates that the town has voted consolidation since 1882, but has returned to the district system.

TABLE LXV

Under District System	Under Town System	Date of Adopting Town System	Under District System	Under Town System	Date of Adopting Town System
<i>Hartford Co.</i>			<i>New London Co.</i>		
Hartford	.....	....	New London	.....	1868
Avon	.....	1808	Norwich	.....	....
.....	Berlin	.....	Bozrah	.....	....
Bloomfield	.....	.....	Colchester	.....	....
Bristol	.....	.....	.....	East Lyme	1806
Burlington	.....	.....	.....	Franklin	1806
.....	Canton	1807	Griswold	.....	....
East Hartford	East Granby	1800	Groton	.....	....
.....	East Windsor	1805	Lebanon	.....	....
.....	Enfield	1802	Ledyard	.....	....
Farmington	.....	.....	.....	Lisbon	1900
Glastonbury	.....	.....	Lyme	.....	....
Granby	.....	.....	No. Stonington	.....	1808
Hartland	.....	.....	.....	Old Lyme	1806
Manchester	.....	.....	Preston	.....	....
Marlborough	.....	.....	Salem	.....	....
.....	New Britain	1873	Sprague	.....	....
.....	Newington	1807	Stonington	.....	....
.....	Plainville	1860	Voluntown	.....	....
.....	Rocky Hill	1807	.....	Waterford	1808
.....	Simsbury	1806			
.....	Southington	1803	<i>Fairfield Co.</i>		
South Windsor	.....	.....	Danbury	Bridgeport	1876
.....	Suffield	1807	.....	Bethel	1888
Wethersfield	West Hartford	1887	Brookfield	.....	....
Windsor	.....	.....	Darien	.....	....
.....	Windsor Locks	1866	.....	Easton	1806
<i>New Haven Co.</i>			Greenwich	Fairfield	1887
.....	Ansonia	1800	.....	Huntington	1804
.....	Beacon Falls	1802	Monroe	New Canaan	1803
.....	Bethany	1800	New Fairfield	.....	....
.....	Branford	1867	Newtown	.....	....
.....	Cheshire	1808	Norwalk	.....	....
.....	Derby	1803	Redding	.....	....
.....	East Haven	1807	.....	Ridgefield	1901
Gulford	.....	.....	Sherman	.....	....
.....	Hamden	1804	.....	Stamford	1873
.....	Madison	1880	.....	Stratford	1807
Middlebury	Meriden	1805	.....	Trumbull	1804
.....	Milford	1875	Weston	.....	....
Naugatuck	.....	.....	Wilton	Westport	1800
North Branford	.....	.....	.....	.....	....
North Haven	.....	.....	<i>Windham Co.</i>		
Orange	.....	.....	Brooklyn	.....	1805
.....	Oxford	1808	Ashford	.....	....
.....	Prospect	1868	Canterbury	.....	....
.....	Seymour	.....	.....	Chaplin	1801
Southbury	.....	.....	Eastford	.....	....
Wallingford	.....	.....	Hampton	.....	....
Waterbury				Killingly	1807
.....	Wolcott	1887		Plainfield	1808
.....	Woodbridge	1801			

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TABLE LXV — *Concluded*

Under District System	Under Town System	Date of Adopting Town System	Under District System	Under Town System	Date of Adopting Town System
<i>Windham Co.— Continued</i>			<i>Middlesex Co.</i>		
Pomfret	Putnam	1896	Middletown .....	.....	.....
.....	Scotland	1895	Haddam .....	.....	.....
.....	Sterling	1898	Chatham .....	.....	.....
.....	Thompson	1897	.....	Chester	1895
.....	Windham	1896	.....	Clinton	1899
.....	Woodstock	1898	Durham	Cromwell	1895
<i>Litchfield Co.</i>			.....	East Haddam	1898
Litchfield .....	.....	1880	.....	Essex	1870
Barkhamsted .....	.....	.....	.....	Killingworth	1895
Bethlehem .....	.....	.....	.....	Middlefield	1898
Bridgewater .....	.....	.....	.....	Old Saybrook	1873
.....	Canaan	1898	.....	Portland	1898
Colebrook .....	.....	.....	.....	Saybrook	1870
.....	* Cornwall	1896		Westbrook	1894
.....	Goshen	1897	<i>Tolland Co.</i>		
.....	Harwinton	1890	.....	Tolland	1898
Kent .....	.....	.....	.....	Andover	1888
Morris	* New Hartford	1897	.....	.....	.....
.....	New Milford	1893	Bolton .....	.....	.....
Norfolk .....	.....	.....	Columbia .....	.....	.....
.....	No. Canaan	1897	Coventry .....	.....	.....
.....	Plymouth	1898	.....	Ellington	1897
Roxbury .....	.....	.....	Hebron .....	.....	.....
Salisbury .....	.....	.....	.....	Mansfield	1899
Sharon .....	.....	.....	.....	Somers	1897
.....	Thomaston	1875	.....	Stafford	1899
Warren	Torrington	1882	Union .....	.....	.....
.....	Washington	1892	Vernon .....	.....	.....
Watertown .....	.....	.....	Willington .....	.....	.....
Winchester .....	.....	.....			
.....	Woodbury	1896			

The map shows the distribution of towns under the two systems.

FREE TEXT-BOOKS

Information concerning free text-books is compiled under the following heads :

- I Towns which have adopted free text-books;
- II Expense and taxation as affected by free text-books ;
- III Amounts paid by towns which do not supply free text-books.

FREE TEXT-BOOKS, 1901-1902

TABLE LXVI

Town	Text-books supplied without charge	Cost of books 1901-1902	Cost of handling 1901-1902	Method of distribution	Is method of distribution satisfactory	Year of vote	Original expense
Beacon Falls....	yes	\$75.55	nothing	By Teachers	yes	1896	\$100.00
Canaan	yes	180.00	10.00	Acting Visitor distributed..	yes	1901	180.00
Chatham	yes	263.82	nothing	By Chairm'n B'd of School Visitors.....	yes	1892	400.00
Columbia.....	yes	12.35	nothing	By Acting Visitor through Teachers.....	yes	1895	.....
Darien	yes	244.38	nothing	Local dealer carries small stock and delivers books and supplies to teachers upon orders approved by Acting Visitor.....	yes	1900	244.38
East Haven	yes	185.45	nothing	By Principal.....	yes	1896	210.00
East Windsor...	yes	171.72	nothing	By School Visitors.....	yes	1898	195.93
Ellington.....	yes	92.74	nothing	Books handled by J. T. McKnight, A. V.....	yes	1894	205.16
Farmington.....	yes	500.00	nothing	By A. V., teach respons'ble	yes	1898	500.00
Goshen.....	yes	56.49	nothing	By Acting Visitor.....	yes	1892	150.00
Greenwich.....	yes	1,500.00	100.00	By Custodian.....	yes	1892	1,500.00
Hamden.....	yes	695.37	50.00	By S. V. as needed.....	yes	1902	695.37
Hartford (1st Dist.)....	yes	800.00	nothing	By Principal, Janitor, and Pupils.....	yes	1874	1,000.00
Hartford (2d North) ...	yes	645.00	nothing	By Principal, Janitor, and Clerk.....	yes	No data	No data
Hartford (South)	yes	4,400.00	nothing	By Teachers, Janitor, and Clerk	yes	1878	No data
Hartford (Northwest) ..	yes	461.68	nothing	By Teachers and Janitor..	yes	1900	No data
Hartford (Washin'g st.)	yes	357.21	nothing	By Teachers.....	yes	1900	No data
Killingworth.....	yes	80.56	3.50	Stamped and exchanged from one school to another as occasion requires	yes	19.0	90.00
Litchfield.....	yes	339.06	25.00	By Secretary	yes	1886	386.17
Montville	yes	120.60	nothing	Secretary supplied books as needed.....	yes	1895	1,099.31
Naugatuck.....	yes	2,095.60	nothing	Teachers send orders to Central Supply House...	yes	1885	1,368.67
New Britain.....	yes	.....	100.00	By Superintendent.....	yes	1896	1,658.54
New Canaan....	yes	399.00	50.00	By Principal of No. 1 on requisitions by teachers.	yes	1897	996.88
New Haven (City Dist.)...	yes	7,419.28	nothing	Books delivered to schools by contractor.....	yes	1890	17,892.17

FREE TEXT-BOOKS, 1901-1902.—CONTINUED

TABLE LXVI

Town.	Text-books supplied with out charge	Cost of books 1901-1902	Cost of handling 1901-1902	Method of distribution.	Is method of distribution satisfactory	Year of vote	Original expense.
New Haven (South).....	yes	\$20.72	nothing	Distributed by Teachers ...	yes	1890	\$180.85
Norfolk.....	yes	527.80	nothing	A. V. distributed them free.	yes	1901	527.80
Norwalk.....	yes	3,552.12	\$275.15	Paid Agent, requisition made on printed blanks, Acting Visitors, Purchasing and Auditing Committee holding regular sessions to look over requisitions and bills..	yes	1900	498.04
Orange.....	yes	1,519.32	nothing	Distributed by Supt. with help of Janitor.....	yes	1893	643.69
Prospect.....	yes	29.62	nothing	No definite plan	yes	1898	87.00
Salisbury.....	yes	600.00	50.00	By a Committee of the B'd.	yes	1898	500.00
Scotland.....	yes	4.79	nothing	By Acting Visitor.....	yes	1896	172.25
Seymour.....	yes	*544.57	nothing	The Janitor has lists and charges against each room and school when books are taken, and credits when returned.....	yes	1895	624.94
Sharon.....	yes	132.86	16.00	Depository at High School, distributed by A. V.....	perhaps	1895	587.01
Sprague.....	yes	120.00	5.00	As wanted in different schools	yes	1896	101.45
Stamford.....	yes, except in H. S.	1,819.81	Not kept as separate item.	Managed by Superintendent of schools, books purchased in quantity from publishers.....	yes	1897	517.00.00
Thompson.....	yes	356.32	nothing	By School Visitors.....	yes	1898	414.91
Vernon.....	yes	600.00	50.00	The High School Janitor distributes	yes	1895	1,800.00
Wallingford.....	yes	1,950.67	26.33	By Teachers, who are held responsible.	yes	1893	1,801.10
Washington.....	yes	160.80	nothing	Transported without charge by residents of the town.	yes	1892	150.00
Waterbury (Town).....	yes	1,800.00	360.00	Agent and team.....	yes	1896	13,000.00
Waterbury (City District).....	yes	7,980.00	840.00	Agent and team.....	yes	1896	
Waterford.....	yes	109.75	nothing	Books are left in a store in New London and Teachers get what they need on an order from S. V.	yes	1899	
Westbrook.....	yes	50.00	5.00	Distributed to Teachers by Chairman and Teachers are responsible for books.	yes	1899	57.78
Willington.....	yes	80.00	6.00	Distributed by Chairman of School Board.....	yes	1896	161.24
Wolcott.....	yes	45.00	nothing	By Acting School Visitor..	yes	1900	850.00
Woodbridge.....	In part	74.65	4.00	By Library Committee.....	yes	1900	114.59

* Includes stationery.

COST AND TAXATION

TABLE LXVII

TOWNS	Year of adoption	Original cost	Increase in tax rate the year of adoption	Cost of free text-books, 1901-1902	Increase in tax rate on account of free text-books, 1901-1902
Beacon Falls . . .	1896	\$100.00	.000445	\$75.55	.000197
Canaan . . .	1901	180.00	.000386	180.00	.000381
Chatham . . .	1892	400.00	.000641	263.82	.000362
Columbia . . .	1895	*	*	12.35	.000051
Darien . . .	1900	244.38	.000100	244.38	.000093
East Haven . . .	1896	210.00	.000345	185.45	.000225
East Windsor . . .	1898	195.93	.000174	171.72	.000149
Ellington . . .	1894	205.16	.000301	92.74	.000126
Farmington . . .	1898	500.00	.000313	500.00	.000239
Goshen . . .	1892	150.00	.000265	56.49	.000108
Greenwich . . .	1892	1,500.00	.000298	1,500.00	.000171
Hamden . . .	1902	695.37	.000337	695.37	.000337
Killingworth . . .	1900	90.00	.000472	80.56	.000418
Litchfield . . .	1886	386.17	.000195	339.96	.000121
Montville . . .	1895	1,099.31	.001124	120.60	.000120
Naugatuck . . .	1885	1,368.67	.000755	2,095.60	.000298
New Britain . . .	1896	1,658.54	.000182	3,445.63	.000325
New Canaan . . .	1897	996.88	.000527	399.00	.000205
New Haven . . .	1890	18,073.02	.000358	7,449.00	.000065
Norfolk . . .	1901	527.80	.000486	527.80	.000483
Norwalk . . .	1900	498.04	.000036	3,552.12	.000256
Orange . . .	1893	643.69	.000247	1,519.32	.000410
Prospect . . .	1898	87.00	.000525	29.62	.000182
Salisbury . . .	1898	500.00	.000288	600.00	.000317
Scotland . . .	1896	172.25	.000880	4.79	.000024
Seymour . . .	1895	624.94	.000470	544.57	.000194
Sharon . . .	1895	587.01	.000442	132.86	.000103
Sprague . . .	1896	101.45	.000169	120.00	.000198
Stamford . . .	1897	5,700.00	.000586	1,819.81	.000172
Thompson . . .	1898	414.91	.000266	356.32	.000178
Vernon . . .	1895	1,800.00	.000619	600.00	.000088
Wallingford . . .	1893	1,801.10	.000678	1,950.67	.000500
Washington . . .	1892	150.00	.000173	160.80	.000151
Waterbury . . .	1896	13,000.00	.001070	9,780.00	.000712
Waterford . . .	1899	700.00	.000633	109.75	.000110
Westbrook . . .	1899	57.78	.000119	50.00	.000099
Willington . . .	1896	161.24	.000777	80.00	.000379
Wolcott . . .	1900	850.00	.003826	45.00	.000198
Woodbridge . . .	1900	114.59	.000218	74.65	.000141

* No information

The law relating to the adoption of free text-books reads as follows :

Any town, at its annual meeting, may direct its school visitors, or board of education, or town committee, to purchase at the expense of said town the text-books and other school supplies used in the public schools of said town, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as the school visitors or the board of education or town committee may prescribe.

Below will be found the expense of school books supplied without charge to children in towns that have not voted to give free text-books to all children.

TABLE LXVIII

HARTFORD COUNTY

Towns	No. of pupils furnished with books	Cost	Towns	No. of pupils furnished with books	Cost
Hartford			Granby	...	....
Arsenal Dist.	113	\$154.57	Hartland	...	....
North East,	15	12.00	Manchester	23	18.11
West Middle	...	15.00	Ninth District	6	8.00
High School	2	10.00	Marlborough	...	17.72
Avon	...	....	New Britain	Free to all	
Berlin	3	1.20	Newington	...	....
Bloomfield	...	....	Plainville	15	10.00
Bristol	...	33.35	Rocky Hill	...	....
Burlington	...	....	Simsbury	15	23.50
Canton	...	....	Southington	...	10.07
East Granby	...	....	South Windsor	...	....
East Hartford	10	15.00	Suffield	...	....
East Windsor	Free to all		West Hartford	15	25.00
Enfield	6	6.50	Wethersfield	...	....
Farmington	Free to all		Windsor	...	....
Glastonbury	3	5.07	Windsor Locks	...	....

NEW HAVEN COUNTY

New Haven	Free to all		Milford	...	....
Ansonia	...	\$72.61	Naugatuck	Free to all	
Beacon Falls	Free to all		North Branford	...	....
Bethany	4	8.12	North Haven	...	....
Branford	...	....	Orange	Free to all	
Cheshire	...	....	Oxford	6	2.00
Derby	...	....	Prospect	Free to all	
East Haven	Free to all		Seymour	" "	
Guilford	...	....	Southbury	11	7.00
Hamden	Free to all		Wallingford	Free to all	
Madison	...	....	Waterbury	" "	
Meriden	42	84.75	Wolcott	" "	
Middlebury	...	....	Woodbridge	" "	

NEW LONDON COUNTY

New London	100	\$144.74	Bozrah	...	....
Norwich Town	...	....	Colchester	15	10.00
Falls	...	....	East Lyme	25	75.00
Central	130	150.00	Franklin	...	....
Greeneville	50	22.62	Griswold	...	....
West Chelsea	...	30.00	Groton	...	9.50
Other Districts	7	7.47	Lebanon	...	....

TABLE LXVIII.—CONTINUED

Towns	No. of pupils fur- nished with books	Cost	Towns	No. of pupils fur- nished with books	Cost
Ledyard	...	....	Preston	...	....
Lisbon	...	....	Salem	...	....
Lyme	1	.20	Sprague	Free to all	
Montville	Free to all		Stonington	...	....
North Stonington	...	8.21	Voluntown	...	....
Old Lyme	...	....	Waterford	Free to all	

FAIRFIELD COUNTY

Bridgeport	1,505	\$375.77	Newtown	...	18.00
Danbury	300	125.00	Norwalk	Free to all	
Bethel	2	5.00	Redding	2	6.01
Brookfield	1	1.50	Ridgefield	10	21.83
Darien	Free to all		Sherman	6	5.00
Easton	1	.85	Stamford	Free to all	
Fairfield	...	....	Stratford	12	5.00
Greenwich	Free to all		Trumbull	...	....
Huntington	4	2.10	Weston	...	....
Monroe	...	....	Westport	...	6.60
New Canaan	Free to all		Wilton	...	....
New Fairfield	...	....			

WINDHAM COUNTY

Brooklyn	...	....	Pomfret	...	....
Ashford	10	\$10.90	Putnam	3	7.00
Canterbury	...	....	Scotland	Free to all	
Chaplin	3	5.00	Sterling	...	....
Eastford	...	....	Thompson	Free to all	
Hampton	...	....	Windham	...	....
Killingly	18	15.00	Woodstock	3	3.00
Plainfield	8	5.00			

LITCHFIELD COUNTY

Litchfield	Free to all		Norfolk	Free to all	
Barkhamsted	...	....	North Canaan	6	5.00
Bethlehem	...	....	Plymouth	...	1.96
Bridgewater	...	....	Roxbury	...	....
Canaan	Free to all		Salisbury	Free to all	
Colebrook	...	....	Sharon	"	"
Cornwall	...	\$9.65	Thomaston	3	6.31
Goshen	Free to all		Torrington	18	109.07
Harwinton	...	....	Warren	...	....
Kent	...	....	Washington	Free to all	
Morris	...	....	Watertown	...	....
New Hartford	...	....	Winchester	16	8.00
New Milford	7	3.85	Woodbury	...	....

TABLE LXVIII.—CONTINUED

MIDDLESEX COUNTY

Towns	No. of pupils furnished with books	Cost	Towns	No. of pupils furnished with books	Cost
Middletown	...	....	East Haddam	...	....
City	75	\$125.00	Essex	9	\$2.20
Haddam	...	....	Killingworth	Free to all	
Chatham	Free to all		Middlefield	...	....
Chester	...	....	Old Saybrook	...	....
Clinton	...	....	Portland	10	14.10
Cromwell	...	....	Saybrook	...	....
Durham	...	....	Westbrook	Free to all	

TOLLAND COUNTY

Tolland	...	....	Mansfield	2	.86
Andover	...	....	Somers	15	15.00
Bolton	8	\$5.59	Stafford	3	2.10
Columbia	Free to all		Union	3	3.00
Coventry	...	....	Vernon	Free to all	
Ellington	Free to all		Willington	"	"
Hebron	...	....			

CONVEYANCE OF CHILDREN

The table on pages 180-182 gives facts relating to conveyance in year 1901-1902.

The "number of schools closed" in most cases refers to schools closed within the school year 1901-2, and does not include those hitherto reported as closed.

The following summaries are of interest:

1	Number of schools closed	51
2	Number of children conveyed	946
3	Expense	\$16,100.56

The average annual expense per scholar is \$17.03.

The following table summarizes the returns of five years:

TABLE LXIX

Year	Number towns	Number schools closed	Number children conveyed	Expense
1897-8	44	84	849	\$11,416.25
1898-9	49	85	773	10,752.38
1899-00	45	80	639	9,817.03
1900-01	49	59	780	12,837.57
1901-2	57	51	946	16,100.56

TABLE LXX—CONVEYANCE OF CHILDREN

Town	Number schools closed	Number children carried	Cost for year 1901-1902	Remarks
Ashford.....	0	2	\$16.34	Parents were paid at the rate of \$20.00 per term. The plan was satisfactory to parents and beneficial to schools.
Beacon Falls...	0	6	152.50	Larger scholars were carried from Rimman school to Center; one team. Not satisfactory to parents of children carried. All scholars from Eastern section of town to Center, satisfactory.
Berlin.....	1	32	175.00	Christian Lane to Center.
Branford.....	1	37	537.40	The pupils in Short Beach District and Bushy Plain were carried to Center Schools.
Brooklyn.....	1	3	76.80	From Number 4 to Number 9. Children were carried by parents. Satisfactory to parents and beneficial to schools.
Bristol.....	1	27	411.00	Pupils residing within the borough are paid a bounty, or furnished trolley transportation at rate of \$12.00 each, about 20 pupils. Pupils residing in District No. 7 consolidated with District 9, are conveyed to District 9; about 7 pupils. There was no criticism of the plan. It was beneficial to the schools.
Chaplin.....	0	6	111.33	Six children from the northwest part of town to Center school. Arrangements: Covered team, plenty of blankets, promptness and regularity in starting, and to arrive on time; 66½ cents per diem. The plan was satisfactory to parents and beneficial to schools. One of the older scholars drove the team and kept it near the school during the day.
Chatham.....	0	4	18.75	From Pine Brook District to Chestnut Hill.
Coventry.....	1	8	72.50	From District No. 4 to District No. 1. Payment was made for transporting eight scholars. Each parent was paid \$10.00 for each child conveyed. The plan was satisfactory to parents and beneficial to schools.
Colebrook.....	1	5	100.00	Four or five carried to Winsted. Town voted to pay \$100 and no more to transport children in Southwest district to Winsted, and it was accepted. Fairly satisfactory to parents and beneficial to schools.
Columbia.....	1	5	89.00	Five children were carried from North to Center District. The plan was satisfactory to parents and beneficial to schools.
Cromwell.....	0	6	14.20	Arrangements were made to carry the children to school in the morning and go after them at night for the winter term. Plan was satisfactory to parents.
Easton.....	2	14	130.00	To Sport Hill about seven. To Rock House from Wilson about six or seven. It was arranged with the persons who conveyed the children that they should go every day for a stipulated sum. Generally satisfactory to parents and beneficial to schools.
East Granby....	1	12	91.00	From District No. 6 to Tariffville. Satisfactory to parents and beneficial to schools.
East Haddam....	1	14	212.43	Paid in proportion of number of days attendance, and price regulated in accordance to the distance from school. Satisfactory to parents and beneficial to schools.
East Haven.....	0	15	338.20	About 15 children were carried to Union school by stage and railroad.
East Lyme.....	4	45	915.00	Children have been brought from Black Point District to Niantic and from Toad Rock and Boston to Niantic. Also from Mack's Mill to Flanders. The transportation system is a very unsatisfactory method of assembling school children, but there seems no way to avoid it under our present arrangement.
East Windsor...	3	24	370.00	From 2d, 4th, and 7th districts.
Ellington.....	2	14	288.00	From No. 4 to No. 5 about 8 children. From No. 7 to No. 8 about 6 children. There are cases where schoolhouse in original district has been closed and children carried to the next school. Children were called for at their homes. Plan satisfactory.
Enfield.....	0	..	1,343.75	Contract price per capita.
Farmington.....	1	33	571.00	Children carried from Waterville, East Farms, and Northeast districts to Center, and from Center to High School, Unionville.
Fairfield.....	0	103	993.50	Children were carried to Greenfield from Bulkley's district, Banks, South, Burr's district, and Hull's Farms district. Arrangements were made to have comfortable vehicles, and satisfactory service, so far as we know, was the result. The plan was decidedly beneficial to the schools.
Goshen.....	1	10	95.40	Ten to North Goshen; one verbal contract and one written contract. The plan was not very satisfactory to parents, but it saved expense.
Griswold.....	4	21	251.95	From District No. 6 to District No. 4, eleven children during part of the year, eight for the greater portion. From Dist. No. 10 to Dist. No. 1 for fall term, 5 children. From Dist. No. 14 to Dist. No. 12, one child. From Dist. No. 13 to Dist. No. 12, 4 children. The arrangement was that five cents per mile one way for each day of attendance be paid. The plan was satisfactory to parents and beneficial to schools.
Harwinton.....	2	few	66.00	For the fall term and part of the winter term a few children were carried from No. 6 to No. 10, when, owing to the very small attendance, school in No. 10 was discontinued. The person met the children, some of them at their homes and some on corners of the road near their dwellings, and left them at the same places at night. The plan was satisfactory to parents and beneficial to schools.

CONVEYANCE OF CHILDREN

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TABLE LXX—CONVEYANCE OF CHILDREN—CONTINUED

Town	Number schools closed	Number children carried	Cost for year 1901-1902	Remarks
Killingly.....	3	28	\$652.25	Seven were carried from Mashentuck to Sparks. Nine from Ledge to South Killingly. Six from Horse Hill to South Killingly. Six from Warren to Danielson. Arrangements were made to call at homes in stormy weather; at a point or points agreed on otherwise. In nearly all cases the plan was satisfactory to parents and decidedly beneficial to schools.
Lebanon.....	1	3	24.00	Three pupils were carried from District No. 11 to District No. 10.
Lebanon.....	2	12	236.95	Seven were carried from Dist. No. 2 to Dist. No. 1. Five from Dist. No. 4 to Dist. No. 1. The plan was not wholly satisfactory to parents.
Meriden.....	0	6	24.00	Pupils were carried from the Southeast school to trolley station.
Middletown.....	1	4	100.00	Haddam Road, four carried for \$100 for the year. The plan was satisfactory to parents and very beneficial to schools.
New Britain.....	1	25	332.50	From Stanley Quarter to Bartlett. Arrangements were made to furnish suitable barge, covered to protect children in stormy weather. The plan was satisfactory to parents and beneficial to schools.
New Hartford.....	1	12	259.00	From Southeast Middle to Southeast. Arrangements were made to meet and deliver at certain places. The plan was beneficial to schools and in most instances satisfactory to parents.
Norfolk.....	1	6	64.00	Two pupils were carried to South Norfolk school. The price paid was ten cents per day for each day attending school. The plan was satisfactory to parents and beneficial to schools. In South Norfolk district 4 children were carried to their own school, a distance of four miles.
North Haven.....	1	7	58.80	From District No. 5 seven scholars at 60 cents per day. The plan was satisfactory to parents and beneficial to schools.
N. Stonington.....	1	2	36.00	Two pupils were conveyed to the satisfaction of parents.
Old Saybrook.....	0	80	276.64	Pupils have been conveyed to and from Center school during the winter, from December 1st to April 1st. Order must be maintained, and carrier can take none on his own advisement, <i>i. e.</i> , apart from specifications of Board. The plan was beneficial to schools.
Plainville.....	0	25	300.00	The children are transported from the outlying portions of the town to the center in a covered wagon, and conveyed home, at an expense of \$8.00 per week. If they were compelled to go until they were able to graduate from the school, I think that the parents would see that they attended school more regularly, so as to graduate as soon as possible.
Plainfield.....	0	7	83.80	Seven pupils were carried to Middle school in Plainfield, allowing 20 cents for each day children were in school. The plan was satisfactory to parents and beneficial to schools.
Prospect.....	0	4	15.00	Four children were carried to the Center school. Paid carrier \$1.00 a week when he carried them. The plan was satisfactory to parents and I presume beneficial to schools.
Redding.....	0	2	10.00	To Center School 2 children, brothers, carried by father.
Salmon.....	0	7	131.00	Seven pupils were carried from the Eighth district to the Central.
Woodland.....	0	40	587.55	Required to provide a conveyance satisfactory to committee. Conveyance to be provided with cushions and blankets. Mainly satisfactory to parents and beneficial to schools.
Sumers.....	2	9	214.80	To school No. 3 from District No. 10 five pupils conveyed from old schoolhouse. To school No. 7 from District No. 9, four pupils conveyed from their homes. The plan was generally satisfactory to the parents and beneficial to schools.
Stonington.....	1	8	245.00	From Mt. Vernon to Plantsville school. The carrier was paid this sum for the year, and took the children from and to their several homes. The plan was not satisfactory to the parents. They had no definite complaint of the service, but thought the value of their property was decreased by loss of their school. The pupils have better advantages than they could in a small district school, but we are troubled about the young children, who are, or should be, dismissed early. If they are kept in school it makes a hard day for them. If they are dismissed they are in the basement or on the playground without sufficient oversight. Even transportation has its disadvantages.
Sturford.....	0	0	887.71	Arrangements were that conveyance should be supplied in which the children would be comfortable. In many cases the parents objected to the plan. The Town Committee thought it was beneficial to the schools.
Sturford.....	0	17	85.00	A trolley car was run at the expense of the town during the winter term to convey children living at Shippan Point to and from the William St. school. Package tickets were furnished each child—two tickets, 4 cents each, were given to each child before he left school at night. Tickets were handled by the teachers. The plan was very satisfactory to the parents and beneficial to the schools. I believe that some plan for the transportation of children should be put into operation much more generally than is done with us at present.
Sturford.....	3	11	489.00	From No. 2 to No. 4, four scholars; from No. 6 and No. 8 to No. 7, seven scholars. As far as known the plan was satisfactory to parents and beneficial to schools.

TABLE LXX — CONVEYANCE OF CHILDREN — CONCLUDED

Town	Number schools closed	Number children carried	Cost for year 1901-1902	Remarks
Stonington.....	2	10	\$202.45	From No. 1 to No. 7, two; from No. 19 to No. 2, and from No. 4 to No. 9; so much per day for time children were actually carried. The plan was generally satisfactory to parents and we think beneficial to schools.
Tolland.....	0	9	80.00	The parents were paid \$4.00 for each child for each mile transported. The plan was satisfactory to parents and beneficial to schools.
Warrenville.....	0	2	16.34	The plan was satisfactory to parents and beneficial to schools.
Waterford.....	1	11	200.00	Pupils were carried from old joint district in East Lyme and Waterford. The plan was satisfactory so far as known.
West Hartford..	0	60	1,157.95	From northeastern and northwestern sections of town to primary school at north end, about 20 pupils; to Center school about 40 pupils. The town provides vehicles and the drivers provide horses. The children attend school more regularly and with greater comfort. It enables them to attend graded schools adapted to their needs. It is an economical financial measure, as it enables the town to dispense with two ungraded schools. The plan was satisfactory to parents and beneficial to schools.
Willington.	0	1	40.00	One child from District No. 5 to District No. 6 at \$1.50 per week. Satisfactory to parents and beneficial to schools.
Winchester.....	1	9	210.27	From District No. 6 to No. 4, five. From No. 6 to No. 7, two. From suburbs of No. 1 to No. 1, two. Employed a person to convey from No. 6 to 4. Guardian carried the two children from No. 6 to No. 7, and trolley the others. The plan is believed to be satisfactory to the parents. Has not been damaging to the schools after acclimation. It has been very beneficial to scholars from District No. 6.
Windham.....	0	80	1,503.15	Windham Center and Model Schools.
Woodstock.....	1	3	116.25	Pupils carried from No. 16 to No. 15. The plan was satisfactory to parents and beneficial to schools.
Total 57 Towns.	51	946	\$16,100.56	

CENSUS OF CHILDREN BY AGES AND GRADES

A census of the children enrolled in public schools by ages and grades is exhibited in the following pages. The count was made from the registers and includes all who actually belonged to the school on the day of the count. Those previously registered but no longer members of the school were not counted.

Table A exhibits the count by ages and grades.

Table B exhibits the count by grades and ages.

"Age" and "grade" points of view are thus specifically given with percentages.

To facilitate the consideration of the important facts of the tables the series of subsidiary tables c-t, giving in detail the facts by ages and grades, is printed.

Finally on pages 190-231 the figures for each town will be found.

Registered children

	TABLE							
	3-4	5	6	7	8	9	10	11
GRADES								
Kinder- garten	2220	3337	1229	302	45	17	9	4
i	834	5330	9521	6743	3044	968	442	194
ii	16	176	1782	5456	5481	3109	1389	541
iii	1	17	180	1520	4620	4929	3293	1644
iv	..	..	33	225	1470	3828	4433	3157
v	..	..	2	12	238	1182	3200	3691
vi	..	..	..	2	47	287	1227	2592
vii	..	..	..	..	2	51	237	1076
viii	..	..	..	1	1	11	48	259
ix	..	..	..	..	..	4	4	44
x	..	..	..	..	1	1	1	7
xi	..	..	..	..	..	..	..	2
xii	..	..	..	..	..	..	..	..
xiii	..	..	..	..	..	..	..	..
Total	3071	8860	12747	14261	14949	14387	14283	13211

Children by

	TABLE							
	Kinder- garten	i	ii	iii	iv	v	vi	vii
AGES								
3-4	2220	834	16	1	..	..	..	..
5	3337	5330	176	17	..	..	..	..
6	1229	9521	1782	180	33	2	..	..
7	302	6743	5456	1520	225	12	2	..
8	45	3044	5481	4620	1470	238	47	2
9	17	968	3109	4929	3828	1182	287	51
10	9	442	1389	3293	4433	3200	1227	237
11	4	194	541	1644	3157	3691	2592	1076
12	3	98	290	849	1981	3011	3228	2247
13	2	92	150	420	1100	1976	2680	2858
14	1	18	48	113	291	600	1085	1584
15	1	5	9	25	67	114	293	597
16	..	..	1	3	12	21	56	141
17	..	..	1	1	2	8	10	25
18	..	..	..	..	..	1	2	1
19	..	..	..	..	1	..	..	..
Total	7170	27289	18449	17615	16600	14056	11509	8811

by ages and grades.

A									GRADES
12	13	14	15	16	17	18	19	Total	
3	2	1	1	..	..	..	..	7,170	
98	92	18	5	..	..	..	..	27,289	
290	150	48	9	1	1	..	..	18,449	
849	420	113	25	3	1	..	..	17,615	
1981	1100	291	67	12	2	..	1	16,600	
3011	1976	600	114	21	8	1	..	14,056	
3228	2680	1085	293	56	10	2	..	11,509	
2247	2858	1582	597	141	25	2	..	8,818	
985	1868	1920	998	327	67	10	1	6,496	
243	829	1239	901	450	127	31	7	3,879	
96	283	665	752	599	301	79	15	2,800	
6	47	189	445	554	367	173	54	1,837	
..	1	25	192	328	430	287	95	1,358	
..	..	2	15	76	158	186	108	545	
13037	12306	7778	4414	2568	1497	771	281	138421	Total

grades and ages

B								AGES
viii	ix	x	xi	xii	xiii			
..	..	..	..	..	..	3,071	3-4	
..	..	..	..	..	..	8,860	5	
..	..	..	..	..	..	12,747	6	
I	..	..	..	..	..	14,261	7	
I	..	I	..	..	..	14,949	8	
II	4	I	..	..	..	14,387	9	
48	4	I	..	..	..	14,283	10	
259	44	7	2	..	..	13,211	11	
985	243	96	6	..	..	13,037	12	
1868	829	283	47	I	..	12,306	13	
1920	1239	665	189	25	2	7,778	14	
998	901	752	445	192	15	4,414	15	
327	450	599	554	328	76	2,568	16	
67	127	301	367	430	158	1,497	17	
10	31	79	173	287	186	771	18	
I	7	15	54	95	108	281	19	
6496	3879	2800	1837	1358	545	138,421	Total	

ENROLLMENT BY GRADES WITH PERCENTAGES

TABLE C

Whole number

138,421

	Number	Per cent of total enrollment		Number	Per cent of total enrollment
Kindergarten	7,170	5.1	Grade vii	8,818	6.3
Grade i	27,289	19.7	" viii	6,496	4.6
" ii	18,449	13.3	" ix	3,879	2.8
" iii	17,615	12.7	" x	2,800	2.0
" iv	16,600	11.99	" xi	1,837	1.3
" v	14,056	10.1	" xii	1,358	.98
" vi	11,509	8.3	" xiii	545	.39

ENROLLMENT BY AGES WITH PERCENTAGES

TABLE D

Whole number

138,421

	Number	Per cent of total enrollment		Number	Per cent of total enrollment
3-4 years old	3,071	2.22	12 years old	13,037	9.4
5 " "	8,860	6.4	13 " "	12,306	8.8
6 " "	12,747	9.2	14 " "	7,778	5.6
7 " "	14,261	10.3	15 " "	4,414	3.1
8 " "	14,949	10.8	16 " "	2,568	1.8
9 " "	14,387	10.4	17 " "	1,497	1.0
10 " "	14,283	10.3	18 " "	771	.557
11 " "	13,211	9.54	19 " "	281	.20

TABLES GIVING THE NUMBER BY AGES AND THE PER CENT OF THE AGE
NUMBER FOUND IN EACH GRADE.

TABLE E

Three and four years old

3,071

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	2,220	72.	Grade ii	16	.521
Grade i	834	27.	" iii	1	.031

TABLE F

Five years old

8,860

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	3,337	37.663	Grade ii	176	1.986
Grade i	5,330	60.158	" iii	17	.191

TABLE G

Six years old

12,747

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	1,229	9.4	Grade iii	180	1.4
Grade i	9,521	74.4	" iv	33	.258
" ii	1,782	13.9	" v	2	.015

TABLE H

Seven years old

14,261

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	302	2.11	Grade v	12	.084
Grade i	6,743	47.2	" vi	2	.014
" ii	5,456	38.2	" vii	0	
" iii	1,520	10.6	" viii	1	.007
" iv	225	1.57			

TABLE I

Eight years old

14,949

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	45	.3	Grade vi	47	.314
Grade i	3,044	20.3	" vii	2	.013
" ii	5,481	36.6	" viii	1	.006
" iii	4,620	30.9	" ix	0	
" iv	1,470	9.8	" x	1	.006
" v	238	1.5			

TABLE J

Nine years old

14,387

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	17	.118	Grade vi	287	1.9
Grade i	968	6.72	" vii	51	.354
" ii	3,109	21.6	" viii	11	.076
" iii	4,929	34.2	" ix	4	.027
" iv	3,828	26.6	" x	1	.006
" v	1,182	8.2			

TABLE K

Ten years old

14,283

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	9	.063	Grade vi	1,227	8.58
Grade i	442	3.09	" vii	237	1.65
" ii	1,389	9.72	" viii	48	.336
" iii	3,293	23.05	" ix	4	.028
" iv	4,433	31.03	" x	1	.007
" v	3,200	22.39			

TABLE L

Eleven years old

13,211

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	4	.03	Grade vi	2,592	19.62
Grade i	194	1.468	" vii	1,076	8.14
" ii	541	4.09	" viii	259	1.96
" iii	1,644	12.44	" ix	44	.333
" iv	3,157	23.89	" x	7	.052
" v	3,691	27.93	" xi	2	.015

TABLE M

Twelve years old

13,037

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	3	.02	Grade vi	3,228	24.76
Grade i	98	.751	" vii	2,247	17.23
" ii	290	2.22	" viii	985	7.55
" iii	849	6.51	" ix	243	1.096
" iv	1,981	15.19	" x	96	.736
" v	3,011	23.09	" xi	6	.046

TABLE N

Thirteen years old

12,306

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	2	.016	Grade vii	2,858	23.22
Grade i	92	.747	" viii	1,868	15.17
" ii	150	1.218	" ix	829	6.73
" iii	420	3.41	" x	283	2.29
" iv	1,100	8.93	" xi	47	.381
" v	1,976	16.05	" xii	1	.008
" vi	2,680	21.77			

TABLE O

Fourteen years old

7,778

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	I	.012	Grade vii	1,582	20.3
Grade i	18	.231	" viii	1,920	24.6
" ii	48	.617	" ix	1,239	15.8
" iii	113	1.45	" x	665	8.54
" iv	291	3.74	" xi	189	2.42
" v	600	7.71	" xii	25	.321
" vi	1,085	13.9	" xiii	2	.028

TABLE P

Fifteen years old

4,414

	Number	Per cent in each grade		Number	Per cent in each grade
Kindergarten	I	.022	Grade vii	597	13.5
Grade i	5	.113	" viii	998	22.6
" ii	9	.203	" ix	901	20.4
" iii	25	.566	" x	752	17.03
" iv	67	1.51	" xi	445	10.08
" v	114	2.58	" xii	192	4.34
" vi	293	6.63	" xiii	15	.339

TABLE Q

Sixteen years old

2,568

	Number	Per cent in each grade		Number	Per cent in each grade
Grade ii	I	.038	Grade viii	327	12.7
" iii	3	.116	" ix	450	17.5
" iv	12	.467	" x	599	23.3
" v	21	.817	" xi	554	21.5
" vi	56	2.22	" xii	328	12.7
" vii	141	5.48	" xiii	76	2.95

TABLE R

Seventeen years old

1,497

	Number	Per cent in each grade		Number	Per cent in each grade
Grade ii	I	.066	Grade viii	67	4.47
" iii	1	.066	" ix	127	8.48
" iv	2	.133	" x	301	20.1
" v	8	.533	" xi	367	24.5
" vi	10	.667	" xii	430	28.7
" vii	25	1.67	" xiii	158	10.5

TABLE S

Eighteen years old

771

	Number	Per cent in each grade		Number	Per cent in each grade
Grade v	1	.129	Grade x	79	10.24
" vi	2	.258	" xi	173	22.43
" vii	2	.258	" xii	287	37.22
" viii	10	1.29	" xiii	186	24.12
" ix	31	4.02			

TABLE T

Nineteen years old

281

	Number	Per cent in each grade		Number	Per cent in each grade
Grade iv	1	.355	Grade xi	54	19.21
" viii	1	.355	" xii	95	33.8
" ix	7	2.49	" xiii	108	38.4
" x	15	5.33			

Andover Number of Children in Each Town by Ages and Grades

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	..	2	4	3	1	..	..	..	..	..	..	..	..	..	..	..	..	10
ii	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	4
iii	..	..	..	..	2	2	2	2	..	..	..	..	..	..	..	..	..	8
iv	..	..	..	..	..	2	3	2	..	1	..	..	..	..	..	..	..	8
v	..	..	..	..	..	..	..	..	1	6	3	..	1	..	..	..	..	11
No. ea. age	..	2	4	3	5	6	5	4	1	7	3	..	1	..	..	..	..	41

Ansonia

i	..	124	212	124	35	8	9	1	..	..	..	..	..	..	..	..	..	513
ii	..	..	18	96	137	62	31	10	5	5	..	2	..	..	..	..	..	366
iii	..	..	1	9	75	129	70	31	13	7	2	..	1	..	..	..	..	338
iv	..	..	..	..	11	64	91	82	50	23	5	3	..	..	..	..	..	329
v	..	..	..	..	..	12	44	64	44	44	20	1	1	..	..	..	..	230
vi	..	..	..	..	1	5	20	46	61	58	27	9	1	1	..	..	..	229
vii	..	..	..	..	..	..	..	3	16	43	26	16	5	..	..	..	..	109
viii	..	..	..	..	..	..	..	..	..	14	32	25	10	..	..	..	..	81
ix	..	..	..	..	..	..	..	..	..	2	2	15	10	3	1	..	..	33
x	..	..	..	..	..	..	..	..	..	..	3	11	9	4	..	..	..	27
xi	..	..	..	..	..	..	..	..	..	..	..	1	2	6	13	2	..	24
xii	..	..	..	..	..	..	..	..	..	..	..	..	..	2	6	2	..	10
No. ea. age	..	124	231	229	259	280	265	237	189	196	114	75	41	21	24	4	..	2,289

AGE OF CHILDREN BY GRADES

191

Ashford

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	2	1	7	4	..	..	..	..	..	..	..	..	..	..	..	..	..	14
ii	..	1	2	..	2	2	..	..	..	..	..	..	..	..	..	..	..	7
iii	..	..	1	3	2	3	..	1	..	1	..	..	..	..	..	..	..	11
iv	..	..	..	..	..	3	1	..	..	..	..	..	..	..	..	..	..	4
v	..	..	..	..	1	..	3	4	1	3	..	..	..	..	..	..	..	12
vi	..	..	..	..	..	..	..	2	3	2	1	1	..	..	..	..	..	9
vii	..	..	..	..	..	..	..	1	2	2	..	..	..	..	..	..	..	5
viii	..	..	..	..	..	..	..	..	..	..	3	4	1	..	..	..	..	8
No. ea. age	2	2	10	7	5	8	4	8	6	8	4	5	1	..	..	..	..	70

Aven

i	6	9	7	6	..	..	..	..	..	..	..	..	..	..	..	..	..	28
ii	..	4	13	11	6	3	1	..	..	..	..	..	..	..	..	..	..	38
iii	..	..	4	5	7	3	5	2	1	..	..	..	..	..	..	..	..	27
iv	..	..	..	1	7	10	3	2	2	..	..	..	..	..	..	..	..	25
v	..	..	..	..	4	4	2	3	1	3	1	..	..	..	..	..	..	18
vi	..	..	..	..	..	2	9	7	3	1	..	..	..	..	..	..	..	22
vii	..	..	..	..	..	1	5	5	7	5	1	..	..	..	..	..	..	24
viii	..	..	..	..	..	..	1	3	4	2	1	1	..	..	..	..	..	12
ix	..	..	..	..	..	..	..	..	1	..	5	..	1	..	..	..	..	7
No. ea. age	6	13	24	23	24	23	26	22	19	11	8	1	1	..	..	..	..	201

Barkhamsted

i	..	4	10	13	5	1	..	1	..	..	..	..	..	..	..	..	..	34
ii	..	1	4	1	3	8	3	4	1	..	..	..	..	..	..	..	..	25
iii	..	..	..	1	2	7	9	1	1	1	..	..	..	..	..	..	..	22
iv	..	..	..	..	1	..	3	5	7	2	..	..	..	..	..	..	..	18
v	..	..	..	..	..	..	..	3	4	4	1	..	..	..	..	..	..	12
vi	..	..	..	..	..	..	..	2	1	..	..	3	..	..	..	..	..	6
vii	..	..	..	..	..	..	..	..	1	..	1	1	..	..	..	..	..	3
viii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
ix	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	2
No. ea. age	..	5	14	15	11	16	15	16	16	9	2	4	..	..	..	..	..	123

Beacon Falls

i	..	3	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12
ii	..	..	1	7	2	2	..	..	..	..	..	..	..	..	..	..	..	12
iii	..	..	..	2	6	2	1	..	1	..	..	..	..	..	..	..	..	12
iv	..	..	..	..	2	4	1	..	..	..	..	..	..	..	..	..	..	7
v	..	..	..	..	..	5	2	4	3	2	2	..	..	..	..	..	..	18
vi	..	..	..	..	..	..	2	1	2	1	2	..	..	..	..	..	..	8
vii	..	..	..	..	..	..	..	2	2	1	1	..	..	..	..	..	..	6
viii	..	..	..	..	..	..	..	..	..	1	1	1	..	..	..	..	..	3
No. ea. age	..	3	10	9	10	13	6	7	8	5	6	1	..	..	..	..	..	78

Berlin

i	1	12	34	25	13	2	1	..	..	..	..	..	..	..	..	..	..	88
ii	..	..	2	11	19	11	4	..	2	..	..	..	..	..	..	..	..	49
iii	..	..	2	6	12	16	16	5	1	1	..	..	..	..	..	..	..	59
iv	..	..	..	..	6	12	14	12	4	4	1	..	..	..	..	..	..	53
v	..	..	..	..	..	4	9	13	11	5	1	..	..	..	..	..	..	43
vi	..	..	..	..	..	4	6	9	5	4	3	1	..	..	..	..	..	32
vii	..	..	..	..	..	..	1	4	10	0	1	..	..	..	..	..	..	25
viii	..	..	..	..	..	..	..	1	7	12	7	1	1	..	..	..	..	29
No. ea. age	1	12	38	42	50	49	51	44	40	35	13	2	1	..	..	..	..	378

Bethany

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	1	4	5	8	4	2	..	..	..	..	..	..	..	..	..	..	..	24
ii	..	1	1	8	1	..	5	..	1	..	..	..	..	..	..	..	..	17
iii	..	..	..	1	3	5	3	3	1	1	..	..	..	..	..	..	..	17
iv	..	..	..	1	1	4	1	2	..	..	..	..	..	..	..	..	..	9
v	..	..	..	..	1	2	3	7	3	..	..	..	..	..	..	..	..	16
vi	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	2
vii	..	..	..	..	..	..	1	1	1	..	2	..	1	..	..	..	..	6
<i>No. ea. age</i>	1	5	6	18	10	13	13	15	6	1	2	..	1	..	..	..	..	91

Bethel

i	2	36	45	48	17	6	3	1	1	..	..	..	..	..	..	..	..	159
ii	..	..	3	14	42	33	10	1	2	..	..	..	..	..	..	..	..	105
iii	..	..	..	..	14	17	18	7	3	1	1	..	..	..	..	..	..	61
iv	..	..	..	..	1	13	24	9	3	2	2	..	..	..	..	..	..	54
v	..	..	..	..	..	9	13	22	10	2	5	1	..	..	..	..	..	62
vi	..	..	..	..	..	..	6	20	13	7	2	..	..	..	..	..	..	57
vii	..	..	..	..	..	..	1	4	11	9	5	2	..	..	..	..	..	32
viii	..	..	..	..	..	..	..	2	5	12	9	3	1	..	..	..	..	32
ix	..	..	..	..	..	..	..	..	..	13	6	4	1	..	..	..	..	24
x	..	..	..	..	..	..	..	..	2	7	13	3	1	..	..	..	..	26
xi	..	..	..	..	..	..	..	..	1	2	9	8	..	..	..	..	..	20
xii	..	..	..	..	..	..	..	..	..	..	2	11	6	2	..	..	..	21
xiii	..	..	..	..	..	..	..	..	..	..	1	2	3	2	..	..	..	8
<i>No. ea. age</i>	2	36	48	62	74	78	75	75	51	55	55	34	12	4	..	..	..	661

Bethlehem

i	..	2	17	8	2	1	..	..	..	..	..	..	..	..	..	..	..	30
ii	..	..	..	2	2	2	2	..	..	..	..	..	..	..	..	..	..	8
iii	..	..	..	1	4	8	2	..	..	..	..	..	..	..	..	..	..	15
iv	..	..	..	..	..	3	3	3	2	1	1	..	..	..	..	..	..	13
v	..	..	..	..	..	1	1	5	1	..	..	..	..	..	..	..	..	8
vi	..	..	..	..	..	1	..	..	..	..	..	1	..	..	..	..	..	2
vii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
<i>No. ea. age</i>	..	2	17	11	8	16	8	8	3	2	1	1	..	..	..	..	..	77

Bloomfield

i	2	14	11	5	1	..	..	..	..	..	..	..	..	..	..	..	..	33
ii	..	..	9	11	7	3	4	2	..	..	..	..	..	..	..	..	..	36
iii	..	..	..	2	6	14	3	2	1	1	..	..	..	..	..	..	..	29
iv	..	..	..	..	1	6	5	3	2	2	1	..	..	..	..	..	..	20
v	..	..	..	..	..	..	5	3	2	1	1	..	..	..	..	..	..	12
vi	..	..	..	..	..	..	..	..	1	2	1	..	..	..	..	..	..	4
vii	..	..	..	..	..	..	..	2	7	6	1	..	..	..	..	..	..	16
viii	..	..	..	..	..	..	..	..	..	..	3	..	..	..	..	..	..	3
<i>No. ea. age</i>	2	14	20	18	15	23	17	12	13	12	7	..	..	..	..	..	..	153

AGE OF CHILDREN BY GRADES

193

Belton

Grades	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
i	5	9	2	3	1	..	..	..	..	..	..	..	..	..	..	..	..	20
ii	..	..	6	..	..	..	1	1	..	..	..	..	..	..	..	..	..	8
iii	..	..	..	3	1	2	2	..	..	..	..	..	..	..	..	..	..	8
iv	..	..	..	..	12	..	3	1	..	..	..	..	..	..	..	..	..	16
v	..	..	..	..	..	1	..	1	3	..	..	..	..	..	..	..	..	5
vi	..	..	..	..	..	..	5	1	1	..	..	..	..	..	..	..	..	7
vii	..	..	..	..	..	..	..	6	..	1	..	..	..	..	..	..	..	7
viii	..	..	..	..	..	..	..	1	2	..	1	..	..	..	..	..	..	4
ix	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	2
x	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	2
xi	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
xii	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	1
No. ea. age	5	9	8	6	14	3	11	11	6	3	3	1	1	..	..	..	..	81

Bozrah

i	9	6	6	2	..	1	1	..	..	..	..	..	..	..	..	..	..	25
ii	..	..	4	7	8	..	..	..	..	..	..	..	..	..	..	..	..	19
iii	..	..	..	1	9	4	1	2	..	..	..	..	..	..	..	..	..	17
iv	..	..	..	1	2	3	6	..	..	1	..	..	..	..	..	..	..	13
v	..	..	..	..	1	2	5	4	4	..	..	..	..	..	..	..	..	16
vi	..	..	..	..	..	1	..	6	1	3	1	..	..	..	..	..	..	12
vii	..	..	..	..	..	1	..	1	..	1	2	..	..	..	..	..	..	5
viii	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1
ix	..	..	..	..	..	..	..	2	1	2	1	..	..	..	..	..	..	6
No. ea. age	9	6	10	11	20	12	13	15	6	7	5	..	..	..	..	..	..	114

Branford

i	1	56	101	5	50	3	5	..	1	..	..	..	..	..	..	..	..	222
ii	..	..	6	22	45	31	14	2	1	1	..	..	..	..	..	..	..	122
iii	..	..	2	24	32	42	23	12	6	1	1	..	..	..	..	..	..	143
iv	..	..	..	1	2	13	31	12	6	9	1	..	..	..	..	..	..	75
v	..	..	..	..	2	1	20	32	25	15	4	..	..	..	..	..	..	99
vi	..	..	..	..	..	..	3	16	27	15	5	..	1	..	..	..	..	67
vii	..	..	..	..	..	..	..	5	17	35	9	7	3	..	..	..	..	76
viii	..	..	..	..	..	..	..	..	..	5	17	14	7	..	..	..	..	43
ix	..	..	..	..	..	..	..	..	..	..	7	4	5	4	..	..	..	20
x	..	..	..	..	..	..	..	..	..	..	2	3	2	1	..	..	..	8
xi	..	..	..	..	..	..	..	..	..	..	1	2	2	2	2	..	..	9
xii	..	..	..	..	..	..	..	..	..	..	..	..	1	1	1	..	..	3
No. ea. age	1	56	109	52	131	90	96	79	83	81	47	30	21	8	3	..	..	887

Bridgeport

i	..	649	834	604	277	93	53	22	9	3	2	..	..	..	..	..	..	2,546
ii	..	3	142	432	519	345	196	76	51	20	4	1	..	..	..	..	..	1,789
iii	..	..	1	67	276	476	363	231	152	84	18	1	..	..	..	..	..	1,660
iv	..	..	..	2	37	186	300	304	224	159	30	10	2	..	..	..	..	1,254
v	..	..	..	..	5	34	143	246	276	171	57	17	..	..	..	..	..	949
vi	..	..	..	..	..	4	30	105	167	150	74	16	4	2	..	..	..	532
vii	..	..	..	..	..	1	3	18	90	137	105	42	5	3	..	..	..	404
viii	..	..	..	..	..	..	..	1	30	65	120	62	20	3	..	..	..	301
ix	..	..	..	..	..	..	..	1	5	25	54	44	31	11	1	1	..	173
x	..	..	..	..	..	..	..	..	..	2	3	20	35	37	24	9	2	132
xi	..	..	..	..	..	..	..	..	..	1	11	14	39	29	18	7	..	119
xii	..	..	..	..	..	..	..	..	..	..	2	10	23	23	26	18	..	102
No. ea. age	..	652	977	1,105	1,114	1,139	1,088	1,004	1,006	818	497	252	161	95	54	28	..	9,990

Bridgewater

No.	Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																			
i	..	..	4	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	8
ii	..	..	..	9	4	2	1	..	..	..	..	..	..	..	..	..	..	..	16
iii	..	..	..	..	9	2	5	2	1	..	..	..	..	..	..	..	..	..	19
iv	..	..	..	..	2	1	3	3	1	2	..	1	..	..	..	..	..	..	13
v	..	..	..	..	..	2	1	7	3	4	2	2	..	..	..	..	..	..	21
vi	..	..	..	..	..	..	2	5	3	4	1	..	..	..	..	..	..	..	15
vii	..	..	..	..	..	..	..	..	1	3	4	4	..	1	..	..	..	..	13
viii	..	..	..	..	..	..	..	..	..	1	2	..	..	..	..	..	..	..	3
<i>No. ea. age</i>		..	4	12	16	7	12	17	9	14	9	7	..	1	..	..	..	..	108

Bristol

Kindg'n	69	121	59	14	1	..	..	..	..	..	..	..	..	..	..	..	..	..	264
i	1	12	102	105	42	17	7	..	2	1	..	..	..	..	..	..	..	..	289
ii	..	1	5	29	74	48	21	3	2	..	..	..	..	..	1	..	..	..	184
iii	..	..	1	9	50	59	45	13	7	4	..	..	..	..	..	..	..	..	188
iv	..	..	..	..	8	57	71	54	33	12	6	..	..	..	..	..	..	..	241
v	..	..	..	..	1	8	33	41	42	18	4	1	..	..	..	..	..	..	148
vi	..	..	..	..	..	1	8	33	47	45	15	3	1	1	..	..	..	..	154
vii	..	..	..	..	..	..	1	7	23	42	16	4	1	..	..	..	..	..	94
viii	..	..	..	..	..	..	..	..	11	34	36	21	2	..	..	..	..	..	104
ix	..	..	..	..	..	..	..	..	..	2	2	1	3	..	..	..	..	..	8
x	..	..	..	..	..	..	..	..	1	13	21	7	7	2	..	..	..	..	51
xi	..	..	..	..	..	..	..	..	..	6	9	22	8	3	..	..	..	..	48
xii	..	..	..	..	..	..	..	..	..	..	..	11	8	2	..	..	..	..	21
xiii	..	..	..	..	..	..	..	..	..	..	..	1	..	3	5	..	..	..	9
<i>No. ea. age 70</i>		134	167	157	176	190	186	151	168	177	109	71	30	12	5	..	..	..	1,803

Brookfield

i	..	14	6	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	23
ii	1	1	6	4	4	2	..	..	..	..	..	..	..	..	..	..	..	..	18
iii	..	..	1	3	4	2	..	..	..	1	..	..	..	..	..	..	..	..	11
iv	..	..	..	3	4	1	9	4	1	..	1	..	..	..	..	..	..	..	23
v	..	..	..	..	2	3	1	1	8	2	1	..	..	..	..	..	..	..	18
vi	..	..	..	..	..	..	1	3	3	1	2	..	..	..	..	..	..	..	10
vii	..	..	..	..	..	..	..	3	2	1	..	..	..	..	..	..	..	..	8
viii	..	..	..	..	..	..	..	..	..	3	..	1	2	..	..	..	..	..	6
ix	..	..	..	..	..	..	..	..	..	..	2	1	1	1	..	..	..	..	5
<i>No. ea. age 1</i>		15	13	11	16	8	11	11	15	8	7	2	3	1	..	..	..	..	122

Brooklyn

i	2	3	3	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	12
ii	..	2	3	3	4	1	..	..	..	..	..	..	..	..	..	..	..	..	13
iii	..	..	1	2	3	2	4	2	2	..	..	..	..	..	..	..	..	..	16
iv	..	..	..	1	9	1	3	3	..	..	1	..	..	..	..	..	..	..	18
v	..	..	..	..	..	1	3	4	3	3	..	..	..	..	..	..	..	..	14
vi	..	..	..	..	..	..	1	1	5	2	1	1	..	..	..	..	..	..	11
vii	..	..	..	..	..	..	..	..	5	7	3	..	2	..	..	..	..	..	17
viii	..	..	..	..	..	..	..	..	..	..	1	2	..	..	..	..	..	..	3
ix	..	..	..	..	..	..	..	..	..	..	2	2	3	..	..	..	..	..	7
<i>No. ea. age 2</i>		5	7	9	17	5	11	10	15	12	8	5	5	..	..	..	..	..	111

AGE OF CHILDREN BY GRADES

195

Burlington

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	5	13	12	22	6	1	..	..	..	..	..	..	..	..	..	..	..	39
ii	..	..	1	11	9	5	3	1	..	..	..	..	..	..	..	..	..	30
iii	..	..	2	1	10	8	4	2	1	1	..	..	..	..	..	..	..	29
iv	..	..	..	1	2	12	10	7	4	1	2	..	..	..	..	..	..	39
v	..	..	..	..	..	..	6	6	4	2	5	..	..	..	..	..	..	23
vi	..	..	..	..	..	..	4	8	10	5	1	..	..	..	..	..	..	28
vii	..	..	..	..	..	..	2	..	4	6	1	..	1	..	..	..	..	14
viii	..	..	..	..	..	..	..	..	..	2	4	1	..	..	..	..	..	7
No. ea. age	5	13	15	35	27	26	29	24	23	17	13	1	1	..	..	..	..	229

Canaan

i	2	10	8	6	5	1	..	..	..	..	..	..	..	..	..	..	..	32
ii	..	..	6	4	4	3	3	1	..	..	..	..	..	..	..	..	..	21
iii	..	..	..	1	5	1	5	..	1	1	..	..	..	..	..	..	..	14
iv	..	..	..	..	4	1	2	2	1	3	..	1	..	..	..	..	..	14
v	..	..	..	..	..	3	3	11	4	6	1	3	..	..	..	..	..	31
vi	..	..	..	..	..	..	..	4	8	8	2	1	..	..	..	..	..	23
vii	..	..	..	..	..	..	..	..	1	5	3	2	..	..	..	..	..	11
viii	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	2
No. ea. age	2	10	14	11	18	9	13	18	15	23	8	7	..	..	..	..	..	148

Canterbury

i	3	6	9	2	2	1	..	..	..	..	..	..	..	..	..	..	..	23
ii	..	..	4	8	1	2	2	..	1	..	..	..	..	..	..	..	..	18
iii	..	..	..	4	6	5	3	2	1	..	..	..	..	..	..	..	..	21
iv	..	..	..	..	2	6	9	6	4	1	..	..	..	..	..	..	..	28
v	..	..	..	..	..	1	1	3	5	3	..	..	2	..	..	..	..	15
vi	..	..	..	..	3	..	1	2	1	6	2	2	..	..	..	..	..	17
vii	..	..	..	..	..	..	..	2	..	2	..	..	..	..	..	..	..	4
viii	..	..	..	..	..	1	1	..	1	..	2	..	3	..	..	..	..	8
ix	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
No. ea. age	3	6	13	14	14	16	17	15	13	10	6	3	5	..	..	..	..	135

Canton

i	..	30	24	5	2	1	..	..	..	..	..	..	..	..	..	..	..	62
ii	..	..	14	23	17	9	4	..	1	..	..	..	..	..	..	..	..	68
iii	..	..	..	6	24	27	15	4	..	1	..	..	..	..	..	..	..	77
iv	..	..	..	..	..	11	16	11	6	..	1	..	..	..	..	..	..	45
v	..	..	..	..	3	6	12	15	5	16	1	..	..	..	..	..	..	58
vi	..	..	..	..	..	..	6	21	13	4	9	..	..	..	..	..	..	53
vii	..	..	..	..	..	..	..	2	6	4	5	3	4	..	..	..	..	24
viii	..	..	..	..	..	..	..	..	2	7	10	6	1	..	..	..	..	26
ix	..	..	..	..	..	..	..	..	2	4	13	8	5	1	..	..	..	33
x	..	..	..	..	..	..	..	..	..	..	1	4	5	3	1	..	..	14
xi	..	..	..	..	..	..	..	..	..	..	..	4	6	8	2	..	..	20
xii	..	..	..	..	..	..	..	..	..	..	..	1	2	6	7	..	..	16
No. ea. age	..	30	38	34	46	54	53	53	35	36	40	26	23	18	10	..	..	496

Chaplin

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	1	2	5	3	1	..	..	..	..	..	..	..	..	..	..	..	..	12
ii	..	..	..	3	4	4	1	..	..	..	..	..	..	..	..	..	..	12
iii	..	..	..	..	3	3	4	..	1	..	..	..	..	..	..	..	..	11
iv	..	..	..	..	1	3	6	4	2	..	1	..	..	..	..	..	..	16
v	..	..	..	..	1	..	..	1	..	4	2	1	..	..	..	..	..	9
vi	..	..	..	..	..	..	..	..	..	1	1	1	1	..	..	..	..	4
vii	..	..	..	..	..	..	1	2	1	..	..	..	..	..	..	..	..	4
viii	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	2
<i>No. ea. age</i>	1	2	5	6	10	10	12	7	4	7	3	2	1	..	..	..	..	70

Chatham

i	3	21	20	16	9	3	1	..	..	..	..	..	..	..	..	..	..	73
ii	..	..	16	13	17	7	2	..	..	..	..	..	..	..	..	..	..	55
iii	..	..	..	5	15	16	7	4	1	1	1	..	..	..	..	..	..	50
iv	..	..	1	..	3	6	16	7	4	1	..	1	..	..	..	..	..	39
v	..	..	..	..	..	12	12	18	7	5	1	..	..	..	..	..	..	55
vi	..	..	..	..	..	1	10	14	12	14	4	1	..	..	..	..	..	56
vii	..	..	..	..	..	..	1	10	5	9	4	4	..	..	..	..	..	33
viii	..	..	..	..	..	..	..	..	7	7	1	2	..	..	..	..	..	17
ix	..	..	..	..	..	..	..	..	1	4	6	1	1	..	..	..	..	13
x	..	..	..	..	..	..	..	..	..	2	2	5	1	..	..	..	..	10
xi	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	2
<i>No. ea. age</i>	3	21	37	34	44	45	49	53	37	43	21	14	2	..	..	..	..	403

Cheshire

i	3	15	11	5	4	1	2	1	..	..	..	..	..	..	..	..	..	42
ii	..	1	3	10	7	5	1	..	1	..	..	..	..	..	..	..	..	28
iii	..	..	2	9	8	8	2	3	1	1	1	..	..	..	..	..	..	35
iv	..	..	..	..	9	10	8	7	2	4	..	..	..	..	..	..	..	40
v	..	..	..	..	..	3	7	3	8	1	1	1	..	..	..	..	..	24
vi	..	..	..	..	..	1	4	7	12	8	1	..	..	..	..	..	..	32
vii	..	..	..	..	..	..	..	1	7	7	3	..	..	..	..	..	..	18
viii	..	..	..	..	..	..	..	..	1	1	1	1	..	..	..	..	..	4
ix	..	..	..	..	..	..	..	..	1	8	4	4	1	..	..	..	..	18
x	..	..	..	..	..	..	..	..	..	..	4	1	..	..	..	..	..	5
xi	..	..	..	..	..	..	..	..	..	..	1	2	6	3	1	..	..	13
<i>No. ea. age</i>	3	16	16	24	28	28	24	22	32	30	12	12	8	3	1	..	..	259

Chester

i	1	11	18	1	1	..	2	..	..	..	..	..	..	..	..	..	..	34
ii	..	..	8	5	4	3	3	1	1	2	..	..	..	..	..	..	..	27
iii	..	..	..	7	13	5	1	5	3	..	..	..	..	..	..	..	..	34
iv	..	..	..	..	8	11	8	6	2	2	..	..	..	..	..	..	..	37
v	..	..	..	..	..	3	2	5	..	1	..	..	..	..	..	..	..	11
vi	..	..	..	..	..	..	7	7	4	3	..	..	..	..	..	..	..	21
vii	..	..	..	..	..	1	1	5	2	6	1	..	..	..	..	..	..	16
viii	..	..	..	..	..	1	1	5	3	13	3	..	..	..	..	..	..	26
ix	..	..	..	..	..	..	..	..	..	4	6	..	..	..	..	..	..	10
<i>No. ea. age</i>	1	11	26	13	26	24	25	34	15	31	10	..	..	..	..	..	..	216

AGE OF CHILDREN BY GRADES

197

Clinton

Age	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	..	3	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	6
ii	..	..	1	..	1	1	1	..	..	..	..	..	..	..	..	..	..	4
iii	..	..	..	..	..	1	..	1	2	..	..	..	..	..	..	..	..	4
iv	..	..	..	..	2	..	..	1	..	..	..	..	..	..	..	..	..	3
v	..	..	..	..	..	1	3	..	..	..	..	..	..	..	..	..	..	4
vi	..	..	..	..	..	..	..	..	3	2	..	..	..	..	..	..	..	5
vii	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
No. ca. age	..	3	1	3	3	3	4	2	5	2	..	1	..	..	..	..	..	27

Colchester

i	4	8	11	13	12	1	3	..	..	1	..	..	..	..	..	..	..	53
ii	..	6	9	6	2	5	1	1	1	..	..	..	..	..	..	..	..	31
iii	..	..	7	2	5	4	2	4	1	..	..	..	..	..	..	..	..	25
iv	..	..	..	6	7	17	10	5	6	2	..	..	..	..	..	..	..	53
v	..	..	..	..	5	4	5	13	4	5	4	2	..	..	..	..	..	42
vi	..	..	..	..	..	2	2	6	7	4	2	..	..	..	..	..	..	23
vii	..	..	..	..	..	1	5	7	4	12	6	4	1	..	..	..	..	40
viii	..	..	..	..	..	..	..	..	3	4	7	3	2	..	..	..	..	19
ix	..	..	..	..	..	..	..	..	..	7	6	1	..	..	..	..	..	14
x	..	..	..	..	..	..	..	..	..	1	3	9	2	3	..	..	..	18
xi	..	..	..	..	..	..	..	..	..	..	1	1	3	3	1	..	..	9
xii	..	..	..	..	..	..	..	..	..	..	..	1	6	3	3	1	..	14
No. ca. age	4	14	27	27	31	34	28	36	26	36	29	21	14	9	4	1	..	341

Celebrook

i	1	5	11	10	5	..	..	4	2	2	..	..	..	..	..	..	..	40
ii	..	..	1	1	2	1	4	3	..	..	..	..	..	..	..	..	..	12
iii	..	..	..	4	2	4	3	2	..	1	..	..	..	..	..	..	..	16
iv	..	..	..	..	1	3	2	2	3	3	2	..	..	..	..	..	..	16
v	..	..	..	..	..	..	..	2	2	1	2	1	..	..	..	..	..	8
vi	..	..	..	..	1	..	..	..	1	5	1	..	..	..	..	..	..	8
vii	..	..	..	..	..	1	1	1	1	2	2	..	..	..	..	..	..	8
viii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
ix	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1
No. ca. age	1	5	12	15	11	9	10	14	9	15	8	1	..	..	..	..	..	110

Columbia

i	2	3	6	7	..	1	..	..	..	..	..	..	..	..	..	..	..	19
ii	..	1	1	5	4	1	..	1	1	..	..	..	..	..	..	..	..	13
iii	..	..	..	3	4	1	1	2	..	..	..	..	..	..	..	..	..	11
iv	..	..	2	1	3	8	7	2	2	1	..	..	..	..	..	..	..	26
v	..	..	..	..	2	1	4	1	2	..	..	..	..	..	..	..	..	10
vi	..	..	..	..	..	1	2	5	2	5	2	1	..	..	..	..	..	18
vii	..	..	..	..	..	..	..	..	..	1	2	4	..	..	..	..	..	7
viii	..	..	..	..	..	..	..	..	2	3	2	..	..	..	..	..	..	7
No. ca. age	2	4	9	16	13	13	14	10	9	10	6	5	..	..	..	..	..	111

Cornwall

i	3	12	10	12	10	4	1	..	..	1	..	..	..	..	..	..	..	53
ii	..	..	1	10	7	6	7	..	..	1	..	..	..	..	..	..	..	32
iii	..	..	..	3	5	4	7	4	4	1	2	..	..	..	..	..	..	39
iv	..	..	..	..	2	9	8	6	7	6	3	..	2	..	..	..	..	43
v	..	..	..	..	..	2	5	7	8	4	2	..	1	..	..	..	..	29
vi	..	..	..	..	..	1	..	4	1	7	1	..	..	..	..	..	..	14
vii	..	..	..	..	..	..	..	..	4	1	2	2	..	..	..	..	..	9
No. ca. age	3	12	11	25	24	26	28	21	24	21	10	2	3	..	..	..	..	210

Coventry

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	6	17	13	7	9	3	..	..	..	..	..	..	..	..	..	..	..	55
ii	..	..	4	9	9	2	5	..	..	..	..	..	..	..	..	..	..	29
iii	..	..	1	6	14	6	6	..	..	..	..	..	..	..	..	..	..	33
iv	..	..	..	..	7	5	9	3	2	..	..	1	..	..	..	..	..	27
v	..	..	..	..	1	1	15	9	5	2	..	1	..	..	..	..	..	34
vi	..	..	..	..	..	..	6	5	6	5	7	1	..	..	..	..	..	30
vii	..	..	..	..	..	..	..	6	8	5	5	1	1	..	..	..	..	26
viii	..	..	..	..	..	..	..	1	1	4	2	..	..	..	..	..	..	8
ix	..	..	..	..	..	..	..	..	..	..	1	1	1	..	..	..	..	3
No. ea. age	6	17	18	22	40	17	41	24	22	16	15	5	2	..	..	..	..	245

Cromwell

i	5	24	42	27	12	1	1	..	..	..	..	..	..	..	..	..	..	113
ii	..	..	1	14	22	12	9	7	3	2	..	..	..	..	..	..	..	70
iii	..	..	..	2	19	18	8	1	2	..	..	..	..	..	..	..	..	50
iv	..	..	1	2	4	8	16	10	8	4	1	1	..	..	..	..	..	55
v	..	..	..	2	2	4	9	9	4	7	3	..	..	..	..	..	..	40
vi	..	..	..	..	..	1	3	4	2	4	3	..	..	..	..	..	..	17
vii	..	..	..	..	..	1	4	1	13	4	2	..	..	..	..	..	..	25
viii	..	..	..	..	..	..	1	5	8	14	3	1	..	..	..	..	..	32
ix	..	..	..	..	..	..	..	..	2	5	5	3	..	..	..	..	..	15
No. ea. age	5	24	44	47	59	45	51	38	42	40	17	5	..	..	..	..	..	417

Danbury

i	7	142	218	168	84	21	17	6	2	1	..	..	..	..	..	..	..	666
ii	..	1	14	92	144	101	60	23	8	4	2	2	..	..	..	..	..	450
iii	..	..	3	11	53	83	107	57	41	11	5	3	..	..	..	..	..	374
iv	..	..	..	..	9	35	64	78	59	42	11	1	..	..	..	..	..	299
v	..	..	..	..	2	10	31	60	71	44	17	4	..	..	..	..	..	239
vi	..	..	..	..	..	..	4	29	46	69	35	11	..	..	..	..	..	194
vii	..	..	..	..	..	..	..	7	28	39	41	14	3	4	..	..	..	136
viii	..	..	..	..	..	..	..	..	..	16	33	25	11	1	..	..	..	86
ix	..	..	..	..	..	..	..	..	..	3	7	6	7	2	..	..	..	25
x	..	..	..	..	..	..	..	..	2	18	28	23	10	2	..	1	..	84
xi	..	..	..	..	..	..	..	..	..	..	7	14	26	7	1	..	..	55
xii	..	..	..	..	..	..	..	..	..	..	..	7	13	7	9	1	..	37
No. ea. age	7	143	235	271	292	250	283	260	257	247	186	109	70	23	10	2	..	2,645

Darien

i	3	10	22	11	6	5	1	1	1	..	..	..	..	..	..	..	..	60
ii	..	..	6	19	17	10	1	..	..	..	..	1	..	..	..	..	..	54
iii	..	..	..	4	6	22	8	2	2	1	..	..	..	..	..	..	..	45
iv	..	..	..	..	5	11	13	5	3	3	1	1	..	..	..	..	..	42
v	..	..	..	..	..	2	8	10	8	4	1	..	..	..	..	..	..	33
vi	..	..	..	..	..	..	2	6	8	11	4	..	..	..	..	..	..	31
vii	..	..	..	..	..	..	1	3	6	8	2	5	..	..	..	..	..	25
viii	..	..	..	..	..	..	1	..	6	7	11	..	..	..	..	..	..	25
ix	..	..	..	..	..	..	..	..	..	4	4	1	..	1	..	..	..	10
No. ea. age	3	10	28	34	34	50	35	27	34	38	23	8	..	1	..	..	..	323

Derby

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	..	7	67	63	35	22	8	4	2	5	..	..	..	..	..	..	..	213
ii	..	..	2	14	36	32	15	12	3	2	1	..	..	..	..	..	..	117
iii	..	..	..	2	10	23	23	21	16	5	2	..	..	..	..	..	..	102
iv	..	..	..	..	..	1	11	14	15	8	..	1	..	..	..	..	..	90
v	..	..	..	..	..	1	8	13	15	15	7	..	..	..	..	..	..	90
vi	..	..	..	..	..	..	..	3	5	11	7	3	..	..	..	..	..	29
vii	..	..	..	..	1	..	1	3	9	12	10	8	2	..	..	..	..	46
viii	..	..	..	..	..	..	..	2	7	7	11	5	3	1	..	..	..	36
ix	..	..	..	..	..	..	..	..	..	4	6	3	7	1	1	1	..	23
x	..	..	..	..	..	..	..	..	..	..	2	3	5	5	1	..	..	16
xi	..	..	..	..	..	..	..	..	..	..	..	1	3	6	3	2	..	15
xii	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13
<i>No. ea. age</i> ..	7	69	79	82	79	66	72	72	69	46	24	21	21	7	5	..	..	719

Durham

i	..	3	3	4	3	2	..	..	..	..	..	..	..	..	..	..	..	15
ii	..	..	3	4	5	3	1	..	..	..	..	..	..	..	..	..	..	16
iii	..	..	..	2	2	3	7	2	2	..	..	..	..	..	..	..	..	18
iv	..	..	..	..	2	1	3	3	5	..	1	..	..	..	..	..	..	15
v	..	..	..	..	..	1	4	3	1	1	..	..	..	..	..	..	..	10
vi	..	..	..	..	..	..	2	..	5	10	3	..	..	..	..	..	..	20
vii	..	..	..	..	..	..	1	1	4	2	3	2	3	..	..	..	..	16
viii	..	..	..	..	..	..	..	..	2	..	..	1	1	..	1	..	..	5
ix	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
<i>No. ea. age</i> ..	3	6	10	12	10	18	9	19	14	7	3	4	..	1	..	..	..	116

Eastford

i	..	2	9	1	..	3	..	..	..	..	..	..	..	..	..	..	..	15
ii	..	..	1	7	4	1	1	..	..	1	..	..	..	..	..	..	..	15
iii	..	..	..	2	..	4	2	..	1	..	..	..	..	..	..	..	..	9
iv	..	..	..	..	..	1	3	3	..	..	..	..	..	..	..	..	..	7
v	..	..	..	..	1	..	1	2	8	2	2	..	..	..	..	..	..	16
vi	..	..	..	..	..	..	..	1	3	6	2	..	..	..	..	..	..	12
vii	..	..	..	..	..	..	1	3	1	1	3	3	2	..	..	..	..	14
viii	..	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..	2
ix	..	..	..	..	..	..	..	..	..	1	..	1	..	1	..	..	..	3
x	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
<i>No. ea. age</i> ..	2	10	10	5	9	8	9	14	11	8	5	2	1	..	..	..	..	94

East Granby

i	..	11	4	3	..	..	..	..	..	..	..	..	..	..	..	..	..	18
ii	..	1	4	5	3	1	..	..	..	..	..	..	..	..	..	..	..	14
iii	..	..	1	6	10	7	4	1	2	..	..	..	..	..	..	..	..	31
iv	..	..	..	..	4	2	7	6	2	2	..	..	..	..	..	..	..	23
v	..	..	..	..	1	..	1	3	3	7	1	..	..	..	..	..	..	16
vi	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	..	..	2
vii	..	..	..	..	..	..	..	..	1	2	..	..	..	..	..	..	..	3
viii	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	2
<i>No. ea. age</i> ..	12	9	14	18	10	13	10	9	13	1	..	..	..	..	..	..	..	109

East Haddam

Ages	8-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	11	25	13	7	1	1	1	..	..	..	..	..	..	..	..	..	..	59
ii	..	4	10	18	9	3	..	1	..	..	..	..	..	..	..	..	..	45
iii	..	..	3	8	11	11	12	7	..	1	..	..	..	..	..	..	..	53
iv	..	..	..	4	7	12	17	10	5	1	1	..	..	..	..	..	..	57
v	..	..	..	..	3	2	7	6	6	6	3	2	..	..	..	..	..	35
vi	..	..	..	..	..	1	4	..	11	6	2	2	..	..	..	..	..	26
vii	..	..	..	..	..	1	1	8	6	6	3	1	..	..	..	..	..	26
viii	..	..	..	..	..	..	..	1	2	..	1	..	..	..	..	..	..	4
ix	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1
No. ea. age	11	29	26	37	31	31	42	33	30	20	11	5	..	..	..	..	..	306

East Hartford

Kindg'n	28	46	31	15	2	..	..	..	..	..	..	..	..	..	..	..	..	122
i	7	29	61	64	19	6	1	1	..	..	..	..	..	..	..	..	..	188
ii	..	2	13	53	37	22	7	3	1	..	..	..	..	..	..	..	..	138
iii	..	..	..	13	24	35	14	8	3	1	..	2	..	..	..	..	..	100
iv	..	..	..	7	34	44	34	14	5	4	1	..	..	..	..	..	..	143
v	..	..	..	..	3	23	39	27	28	7	1	..	..	..	..	..	..	128
vi	..	..	..	..	..	4	13	31	30	20	6	1	..	..	..	..	..	105
vii	..	..	..	..	..	..	2	19	32	36	4	2	..	..	..	..	..	95
viii	..	..	..	..	..	..	..	..	6	17	17	9	..	..	..	..	..	49
ix	..	..	..	..	..	..	..	1	6	27	13	7	1	..	..	..	..	55
x	..	..	..	..	..	..	..	..	..	5	6	12	5	..	..	..	..	28
xi	..	..	..	..	..	..	..	..	..	..	2	5	2	..	..	..	..	9
xii	..	..	..	..	..	..	..	..	..	..	1	3	3	..	1	..	..	8
xiii	..	..	..	..	..	..	..	..	..	..	..	3	1	1	3	..	..	8
No. ea. age	35	77	105	152	119	134	110	104	111	117	51	44	12	1	4	..	..	1,176

East Haven

i	..	2	13	12	6	..	..	1	..	..	..	..	..	..	..	..	..	34
ii	..	..	2	5	8	3	1	..	..	..	..	..	..	..	..	..	..	19
iii	..	5	..	2	9	8	3	1	2	..	..	..	..	..	..	..	..	30
iv	..	..	..	..	1	5	7	3	6	2	..	..	..	..	..	..	..	24
v	..	..	..	..	..	2	7	10	6	2	1	..	..	..	..	..	..	28
vi	..	..	..	..	..	..	5	3	6	3	1	..	..	..	..	..	..	18
vii	..	..	..	..	..	..	..	1	1	9	4	4	..	2	..	..	..	21
viii	..	..	..	..	..	..	..	..	1	1	4	3	..	1	..	..	..	10
No. ea. age	..	7	15	19	24	18	23	19	22	17	10	7	..	3	..	..	..	184

East Lyme

i	..	9	23	5	3	2	..	..	..	..	..	..	..	..	..	..	..	42
ii	..	..	4	11	9	..	..	..	..	..	..	..	..	..	..	..	..	24
iii	..	..	2	4	17	12	1	2	..	..	..	..	..	..	..	..	..	38
iv	..	..	..	2	7	11	5	2	2	..	..	..	..	..	..	..	..	29
v	..	..	..	..	2	3	11	5	4	2	..	..	..	..	..	..	..	27
vi	..	..	..	..	..	4	9	11	7	2	..	..	..	..	..	..	..	33
vii	..	..	..	..	..	..	1	3	11	5	3	..	..	..	..	..	..	23
viii	..	..	..	..	..	..	..	3	5	9	3	1	..	..	..	..	..	21
ix	..	..	..	..	..	..	..	..	..	3	4	1	..	..	..	..	..	8
x	..	..	..	..	..	..	..	..	..	2	1	2	..	1	..	..	..	6
xi	..	..	..	..	..	..	..	..	..	..	..	..	2	1	..	..	..	3
No. ea. age	..	9	29	22	38	32	27	26	29	23	11	4	2	2	..	..	..	254

AGE OF CHILDREN BY GRADES

201

Easton

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	..	9	7	1	..	..	..	..	..	..	..	..	..	..	..	..	..	17
ii	..	3	1	5	5	3	1	..	..	..	..	..	..	..	..	..	..	18
iii	..	..	2	1	6	5	..	2	..	..	1	..	..	..	..	..	..	17
iv	..	..	..	4	4	6	6	3	1	..	..	..	..	..	..	..	..	24
v	..	..	..	..	..	1	4	5	3	1	..	..	..	..	..	..	..	14
vi	..	..	..	..	..	1	4	5	5	2	..	..	..	..	..	..	..	17
vii	..	..	..	..	..	..	1	3	4	6	3	..	..	..	..	..	..	17
viii	..	..	..	..	..	..	..	..	1	2	1	..	..	..	..	..	..	4
ix	..	..	..	..	..	..	..	..	2	3	4	..	..	1	..	..	..	10
x	..	..	..	..	..	..	..	..	..	2	..	3	2	..	..	..	..	7
No. ea. age	..	12	10	11	15	16	16	18	16	16	9	3	2	1	..	..	..	145

East Windsor

i	14	40	38	31	23	5	..	..	1	1	..	..	..	..	..	..	..	153
ii	..	..	8	26	25	17	3	..	1	..	..	..	..	..	..	..	..	80
iii	..	..	2	14	19	24	8	4	1	2	..	..	..	..	..	..	..	74
iv	..	..	..	..	10	13	14	9	2	2	1	..	..	..	..	..	..	51
v	..	..	..	..	2	13	20	11	7	3	1	..	..	..	..	..	..	57
vi	..	..	..	1	1	5	12	14	10	6	1	..	..	..	..	..	..	50
vii	..	..	..	..	1	3	5	8	13	13	4	1	..	..	..	..	..	48
viii	..	..	..	..	..	..	..	5	9	21	8	4	..	..	..	..	..	47
ix	..	..	..	..	..	..	..	1	5	6	4	4	2	..	..	..	..	22
x	..	..	..	..	..	..	..	..	..	..	..	3	3	..	..	..	..	6
No. ea. age	14	40	48	72	81	80	62	52	49	54	19	12	5	..	..	..	..	588

Killington

i	5	19	19	8	2	2	2	1	..	..	..	..	..	..	..	..	..	58
ii	..	4	7	12	6	6	1	2	1	..	..	..	..	..	..	..	..	39
iii	..	..	5	5	10	10	1	..	..	..	..	..	..	..	..	..	..	31
iv	..	..	1	3	13	17	10	5	5	2	..	..	..	..	..	..	..	56
v	..	..	..	..	1	4	6	6	8	4	..	..	..	..	..	..	..	29
vi	..	..	..	..	..	1	11	7	5	4	5	2	..	..	..	..	..	35
vii	..	..	..	..	..	..	..	3	1	7	1	2	2	..	..	..	..	16
viii	..	..	..	..	..	..	..	..	4	10	..	..	..	..	..	..	..	14
No. ea. age	5	23	32	28	32	40	31	24	24	27	6	4	2	..	..	..	..	278

Enfield

i	15	44	29	19	3	1	1	1	1	..	..	..	..	..	..	..	..	114
ii	..	2	22	19	9	3	..	..	..	1	..	..	..	..	..	..	..	56
iii	..	..	4	31	15	9	1	2	2	..	..	..	..	..	..	..	..	64
iv	..	..	1	6	12	17	6	3	1	..	..	..	..	..	..	..	..	46
v	..	..	..	..	8	9	11	8	4	..	..	..	..	..	..	..	..	40
vi	..	..	..	..	3	26	33	18	9	7	3	1	..	..	..	..	..	100
vii	..	..	..	..	..	2	5	23	24	22	14	1	..	..	..	..	..	91
viii	..	..	..	..	..	1	5	20	14	25	6	..	..	..	..	..	..	71
ix	..	..	..	..	..	..	1	9	17	14	9	2	..	1	..	..	..	53
x	..	..	..	..	..	..	..	1	14	12	29	12	5	1	..	..	..	74
xi	..	..	..	..	..	..	..	..	1	13	11	15	10	..	..	..	..	50
xii	..	..	..	..	..	..	..	..	..	5	11	10	3	4	..	..	..	33
xiii	..	..	..	..	..	..	..	..	..	1	1	5	4	2	..	..	..	13
No. ea. age	15	46	56	75	50	68	63	87	94	78	43	30	9	6	..	..	..	805

Essex

Ages	8-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	1	13	26	14	5	..	..	..	..	..	..	..	..	..	..	..	..	59
ii	..	1	4	15	14	5	1	2	1	..	..	..	..	..	..	..	..	43
iii	1	5	5	7	12	7	4	2	1	..	..	..	..	..	..	..	..	44
iv	..	..	..	..	1	10	4	6	6	..	..	..	..	..	..	..	..	27
v	..	..	..	..	1	1	11	6	8	5	1	..	1	..	..	..	..	34
vi	..	..	..	..	..	..	..	12	6	1	3	1	..	..	..	..	..	23
vii	..	..	..	..	..	..	..	2	6	13	5	2	..	..	..	..	..	28
viii	..	..	..	..	..	..	..	..	2	5	6	2	..	..	..	..	..	15
ix	..	..	..	..	..	..	..	..	..	5	5	4	1	..	1	..	..	16
No. ea. age	2	19	35	36	33	23	20	30	30	29	20	9	2	..	1	..	..	289

Fairfield

i	8	60	40	40	14	3	2	1	..	1	..	..	..	..	..	..	..	169
ii	..	..	22	38	18	9	3	..	..	..	..	..	..	..	..	..	..	90
iii	..	..	..	6	30	29	15	4	2	1	..	..	..	..	..	..	..	91
iv	..	..	..	..	6	12	21	19	6	3	2	1	..	..	..	..	..	70
v	..	..	..	..	..	6	22	24	7	7	4	..	1	..	..	..	..	71
vi	..	..	..	..	1	1	10	13	15	10	6	3	..	..	..	..	..	59
vii	..	..	..	..	..	..	..	7	15	27	12	6	..	..	..	..	..	67
viii	..	..	..	..	..	..	..	1	6	11	6	2	5	..	..	..	..	31
ix	..	..	..	..	..	..	..	..	..	2	1	6	1	2	1	..	..	13
x	..	..	..	..	..	..	..	..	..	..	1	..	..	1	1	..	..	3
No. ea. age	8	60	62	84	69	60	73	69	53	61	34	13	12	2	3	1	..	664

Farmington

i	3	53	25	13	4	2	..	1	..	..	1	..	..	..	..	..	..	102
ii	..	..	9	35	18	8	4	..	1	..	..	..	..	..	..	..	..	75
iii	..	..	1	8	22	22	16	4	6	3	..	..	..	..	..	..	..	82
iv	..	..	..	..	5	23	18	8	2	1	..	..	..	..	..	..	..	65
v	..	..	..	..	..	7	15	20	7	4	1	..	..	..	..	..	..	54
vi	..	..	..	..	..	1	11	16	17	9	3	2	..	..	..	..	..	59
vii	..	..	..	..	..	1	7	9	12	13	9	1	..	..	..	..	..	52
viii	..	..	..	..	..	..	..	..	2	10	10	6	1	..	..	..	..	29
ix	..	..	..	..	..	..	..	..	..	18	10	3	..	..	..	..	..	31
x	..	..	..	..	..	..	..	..	..	2	7	6	4	1	..	..	..	20
xi	..	..	..	..	..	..	..	..	..	..	3	5	2	1	..	..	..	11
xii	..	..	..	..	..	..	..	..	..	..	3	7	2	1	..	..	..	13
No. ea. age	3	53	35	56	49	64	71	58	53	61	42	24	17	5	2	..	..	593

Franklin

i	2	9	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12
ii	..	..	5	4	3	2	..	1	..	..	..	..	..	..	..	..	..	15
iii	..	..	1	4	5	2	2	..	..	..	..	..	..	..	..	..	..	14
iv	..	..	..	1	..	5	3	2	..	1	..	..	..	..	..	..	..	12
v	..	..	..	..	..	1	2	2	4	2	..	..	..	..	..	..	..	11
vi	..	..	..	..	..	..	..	1	2	1	..	1	..	1	..	1	..	6
vii	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	2
No. ea. age	2	9	7	9	8	10	7	6	7	5	..	1	..	..	1	..	..	72

Glastonbury

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	8	31	62	46	25	5	3	1	1	..	..	..	..	..	..	..	..	182
ii	..	..	4	26	24	17	8	2	5	2	1	..	..	..	..	..	..	89
iii	..	..	..	4	14	30	16	15	4	5	..	..	..	..	..	..	..	88
iv	..	..	..	1	8	20	15	18	13	5	2	..	..	..	..	..	..	82
v	..	..	..	..	..	6	10	12	10	11	1	..	..	..	..	..	..	50
vi	..	..	..	..	..	2	1	15	35	24	7	..	..	..	..	..	..	84
vii	..	..	..	..	..	..	1	6	14	20	14	2	..	..	..	..	..	57
viii	..	..	..	..	..	..	..	..	4	8	9	6	3	2	..	..	..	32
ix	..	..	..	..	..	..	..	..	..	1	6	10	6	2	1	..	..	26
x	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
xi	..	..	..	..	..	..	..	..	..	..	..	3	3	3	2	3	..	14
<i>No. ea. age</i>	8	31	66	77	71	80	54	69	86	76	40	22	12	7	3	3	..	705

Goshen

i	1	8	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	12
ii	..	..	3	4	4	..	..	..	..	..	..	..	..	..	..	..	..	11
iii	..	..	1	1	3	2	3	..	..	..	..	..	..	..	..	..	..	10
iv	..	..	..	..	3	3	4	4	1	1	..	..	..	..	..	..	..	16
v	..	..	..	..	1	4	1	2	3	4	..	..	..	..	..	..	..	15
vi	..	..	..	..	..	1	6	5	5	3	2	2	..	..	..	..	..	24
vii	..	..	..	..	..	..	1	..	9	..	..	..	..	..	..	..	..	10
viii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
<i>No. ea. age</i>	1	8	6	6	11	10	15	11	18	9	2	2	..	..	..	..	..	99

Granby

i	3	6	9	7	2	..	..	..	..	..	..	..	..	..	..	..	..	27
ii	..	..	..	9	6	..	..	..	..	..	..	..	..	..	..	..	..	15
iii	..	..	..	5	8	7	1	1	..	..	..	..	..	..	..	..	..	22
iv	..	..	..	2	2	10	6	5	2	2	..	1	..	..	..	..	..	30
v	..	..	..	..	..	1	5	5	1	..	1	..	..	..	..	..	..	13
vi	..	..	..	..	..	..	3	5	8	4	..	1	..	..	..	..	..	21
vii	..	..	..	..	..	..	1	3	5	1	4	..	..	..	..	..	..	14
viii	..	..	..	..	..	..	..	..	1	6	3	..	1	..	..	..	..	11
ix	..	..	..	..	..	..	..	..	..	2	1	2	..	..	..	..	..	5
<i>No. ea. age</i>	3	6	9	23	18	18	16	19	17	13	10	3	3	..	..	..	..	158

Greenwich

<i>Kind'n</i>	31	56	76	23	2	1	..	..	..	..	..	..	..	..	..	..	..	189
i	1	48	112	145	63	24	4	2	1	2	..	..	..	..	..	..	..	402
ii	..	1	14	33	70	46	27	7	5	3	1	..	..	..	..	..	..	207
iii	..	..	1	20	50	60	49	24	15	9	3	2	..	..	..	..	..	242
iv	..	..	..	5	21	50	60	50	34	13	4	3	..	..	..	..	..	240
v	..	..	..	..	..	7	45	60	38	37	10	4	1	..	..	..	..	202
vi	..	..	..	..	1	5	16	29	54	33	22	5	..	..	..	..	..	165
vii	..	..	..	..	..	1	3	14	32	42	30	8	3	1	..	..	..	134
viii	..	..	..	..	..	..	1	5	12	31	39	12	2	..	..	..	..	102
ix	..	..	..	..	..	..	..	..	2	8	24	18	8	2	..	..	..	62
x	..	..	..	..	..	..	..	..	..	1	4	10	6	5	..	..	..	26
xi	..	..	..	..	..	..	..	..	..	..	3	3	9	2	2	..	..	19
xii	..	..	..	..	..	..	..	..	..	..	..	1	2	8	7	2	..	20
xiii	..	..	..	..	..	..	..	..	..	..	..	..	1	3	5	3	..	12
<i>No. ea. age</i>	32	105	203	226	207	203	205	191	193	179	140	66	32	21	14	5	..	2,022

Griswold

Grades	Ages 2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
i	22	41	44	54	37	12	9	5	2	2	..	..	..	..	..	..	..	228
ii	..	1	4	19	21	16	10	7	1	5	..	..	..	..	..	..	..	84
iii	..	..	5	5	10	13	19	10	5	4	..	..	..	..	..	..	..	71
iv	..	..	..	2	2	13	21	9	12	6	3	1	..	..	..	..	..	69
v	..	..	..	..	..	7	19	13	14	12	..	..	..	..	..	..	..	65
vi	..	..	..	..	..	..	5	4	13	12	3	..	1	..	..	..	..	38
vii	..	..	..	..	..	..	3	11	7	6	4	..	1	..	..	..	..	32
viii	..	..	..	..	..	..	..	3	4	7	9	1	..	..	..	..	..	24
ix	..	..	..	..	..	..	..	1	5	6	3	2	2	..	..	..	..	19
No. ea. age 22	42	53	80	70	61	86	63	63	60	22	4	4	..	..	..	..	..	630

Groton

i	21	74	78	35	16	5	..	..	..	..	..	..	..	..	..	..	..	229
ii	..	..	9	40	49	19	7	4	..	..	..	..	..	..	..	..	..	128
iii	..	..	..	2	25	32	20	17	4	2	2	..	..	..	..	..	..	113
iv	..	..	..	1	5	23	28	27	15	3	2	..	..	..	..	..	..	104
v	..	..	..	..	1	7	23	33	18	17	5	..	..	..	..	..	..	104
vi	..	..	..	..	..	1	9	16	21	14	14	4	1	..	..	..	..	80
vii	..	..	..	..	..	..	1	12	23	18	14	4	2	..	..	..	..	74
viii	..	..	..	..	..	..	..	..	8	17	18	8	6	2	..	..	..	59
ix	..	..	..	..	..	..	..	..	4	1	6	8	..	..	..	..	..	19
x	..	..	..	..	..	..	..	..	..	2	2	6	7	1	1	1	..	19
xi	..	..	..	..	..	..	..	..	..	..	..	1	1	1	1	..	..	4
No. ea. age 21	74	87	78	96	87	97	109	93	74	63	31	17	4	2	..	..	..	933

Gulford

i	8	3	3	3	..	..	..	..	..	..	1	..	..	..	..	..	..	18
ii	..	4	4	6	2	..	2	..	..	..	..	..	..	..	..	..	..	18
iii	..	..	2	7	9	9	3	3	..	2	1	..	..	..	..	..	..	36
iv	..	..	..	..	7	9	18	7	11	2	..	..	..	..	..	..	..	54
v	..	..	..	..	..	2	8	9	8	6	4	5	1	..	..	..	..	43
vi	..	..	..	..	..	2	6	9	16	10	3	2	..	..	..	..	..	48
vii	..	..	..	..	..	..	..	3	14	3	10	2	..	..	..	..	..	32
viii	..	..	..	..	..	..	..	2	7	5	5	5	1	..	..	..	..	25
ix	..	..	..	..	..	..	..	..	1	2	3	6	1	..	..	..	..	13
x	..	..	..	..	..	..	..	..	..	2	2	5	1	1	..	..	..	11
xi	..	..	..	..	..	..	..	..	..	1	3	6	4	..	..	..	..	14
xii	..	..	..	..	..	..	..	..	..	..	1	3	5	4	1	..	..	14
xiii	..	..	..	..	..	..	..	..	..	..	..	..	..	3	1	4	..	8
No. ea. age 8	7	9	16	18	22	37	33	57	31	33	31	17	8	3	4	..	..	334

Haddam

i	..	11	11	11	2	1	..	..	..	..	..	..	..	..	..	..	..	36
ii	..	..	11	17	12	4	4	1	..	1	..	..	..	..	..	..	..	50
iii	..	..	1	2	12	12	8	3	1	..	..	..	..	..	..	..	..	39
iv	..	..	..	3	2	13	18	6	5	1	2	..	..	..	..	..	..	44
v	..	..	..	..	1	1	12	4	4	1	1	..	..	..	..	..	..	24
vi	..	..	..	..	..	..	8	13	11	5	1	1	..	..	..	..	..	39
vii	..	..	..	..	..	..	..	3	13	7	3	..	..	..	..	..	..	26
viii	..	..	..	..	..	..	..	..	..	3	1	1	..	..	..	..	..	5
ix	..	..	..	..	..	..	..	..	..	..	9	4	..	..	..	..	..	13
No. ea. age ..	11	23	33	29	31	44	30	34	18	17	6	..	..	..	..	..	..	276

Hamden

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	16	49	47	45	23	10	3	7	1	1	..	1	..	..	..	..	..	203
ii	..	5	9	23	19	16	9	..	1	2	..	..	..	..	..	..	..	84
iii	..	..	3	8	18	26	12	3	2	2	..	..	..	1	..	..	..	75
iv	..	..	3	7	15	29	23	21	11	7	..	1	..	..	..	..	..	117
v	..	..	..	..	9	10	35	15	11	6	1	..	..	..	..	..	..	87
vi	..	..	..	..	1	1	8	9	11	12	2	..	..	..	..	..	..	44
vii	..	..	..	..	..	1	5	16	25	25	15	4	..	..	..	..	..	91
viii	..	..	..	..	..	..	..	1	7	2	5	4	2	..	..	..	..	21
No. ea. age	16	54	62	83	85	93	95	72	69	57	23	10	2	1	..	..	..	722

Hampton

i	1	8	4	1	..	..	..	..	..	..	..	..	..	..	..	..	..	14
ii	..	1	..	4	2	..	..	..	..	..	..	..	..	..	..	..	..	7
iii	..	..	1	5	9	2	2	1	2	..	..	..	..	..	..	..	..	22
iv	..	..	..	..	3	9	1	4	1	..	..	..	..	..	..	..	..	18
v	..	..	..	..	1	1	4	3	1	3	1	..	..	..	..	..	..	14
vi	..	..	..	..	..	1	1	1	..	..	..	..	..	..	..	..	..	3
vii	..	..	..	..	..	..	..	2	1	4	2	..	..	..	..	..	..	9
viii	..	..	..	..	..	..	..	..	..	1	3	..	..	..	..	..	..	4
No. ea. age	1	9	5	10	15	13	8	11	5	8	6	..	..	..	..	..	..	91

Hartford

Kind'n	988	1152	1280	4	..	..	..	..	..	..	..	..	..	..	..	..	..	2,324
i	3	309	1261	488	163	30	12	6	6	8	..	..	..	..	..	..	..	2,186
ii	..	8	183	850	494	245	94	28	12	2	6	1	..	..	..	..	..	1,923
iii	..	..	16	168	680	425	268	129	56	34	11	1	..	..	..	..	..	1,797
iv	..	..	9	8	147	481	493	284	160	88	31	9	1	..	..	..	..	1,713
v	..	..	..	..	14	153	493	364	264	135	52	5	..	..	1	..	..	1,481
vi	..	..	..	..	5	18	116	320	295	267	77	24	3	..	..	..	..	1,125
vii	..	..	..	..	..	5	30	144	233	244	110	35	3	..	..	..	..	804
viii	..	..	..	..	..	..	4	55	188	247	240	100	18	1	1	1	..	855
ix	..	..	..	..	..	..	..	9	52	141	171	110	42	3	2	..	..	530
x	..	..	..	..	..	..	..	..	..	12	77	129	108	50	8	1	..	385
xi	..	..	..	..	..	..	..	..	..	..	11	60	90	53	29	10	..	253
xii	..	..	..	..	..	..	..	..	..	..	..	9	36	91	39	15	..	190
xiii	..	..	..	..	..	..	..	..	..	..	..	..	8	31	55	50	..	144
No. ea. age	991	1469	1549	1518	1512	1357	1510	1339	1266	1178	788	483	309	229	135	77	..	15,710

Hartland

i	8	7	4	1	2	..	..	..	..	..	..	..	..	..	..	..	..	22
ii	..	..	2	2	3	2	2	..	..	..	..	..	..	..	..	..	..	11
iii	..	..	..	..	3	5	3	3	1	..	1	..	..	..	..	..	..	16
iv	..	..	..	..	1	3	1	2	4	..	..	..	..	..	..	..	..	11
v	..	..	..	..	1	3	..	3	4	5	1	1	..	..	..	..	..	18
vi	..	..	..	..	..	..	..	2	3	2	..	..	..	..	..	..	..	7
vii	..	..	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	2
No. ea. age	8	7	6	3	10	13	6	10	13	7	3	1	..	..	..	..	..	87

Harwinton

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	5	9	12	15	8	3	..	..	..	..	..	..	..	..	..	..	..	52
ii	..	..	4	3	11	3	4	1	..	1	..	..	..	..	..	..	..	27
iii	..	..	..	2	5	4	10	3	..	2	..	..	..	..	..	..	..	26
iv	..	..	..	1	3	1	5	5	5	..	..	..	..	..	..	..	..	20
v	..	..	..	..	..	1	3	..	..	1	..	..	..	..	..	..	..	5
vi	..	..	..	..	1	4	6	2	5	3	..	1	..	..	..	..	..	22
vii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
viii	..	..	..	..	..	..	2	2	2	4	4	1	..	..	..	..	..	15
ix	..	..	..	..	..	..	..	..	1	..	2	1	..	..	..	..	..	4
x	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
xi	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
xii	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
No. ea. age	5	9	16	21	28	16	30	13	13	13	7	4	..	..	..	..	..	175

Hebron

i	3	9	5	3	2	1	..	..	..	..	..	1	..	..	..	..	..	24
ii	..	2	4	8	1	3	1	1	..	..	..	..	..	..	..	..	..	20
iii	..	..	1	4	9	7	3	3	..	1	..	..	..	..	..	..	..	28
iv	..	..	..	..	1	6	3	4	3	2	..	..	..	..	..	..	..	19
v	..	..	..	..	3	1	7	7	3	7	1	..	..	..	..	..	..	20
vi	..	..	..	..	..	..	..	1	5	4	6	3	2	1	..	..	..	22
vii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
viii	..	..	..	..	..	..	..	1	..	1	1	..	..	..	..	..	..	3
No. ea. age	3	11	10	15	16	18	14	17	11	16	8	4	2	1	..	..	..	146

Huntington

i	4	58	68	62	14	4	3	2	1	1	..	..	..	..	..	..	..	217
ii	..	2	20	54	62	28	7	6	6	..	1	..	..	..	..	..	..	186
iii	..	..	..	4	26	42	35	10	17	3	2	..	..	..	..	..	..	139
iv	..	..	..	1	15	26	34	23	12	7	1	1	..	..	..	..	..	120
v	..	..	..	..	..	7	26	27	28	15	1	2	1	..	..	..	..	107
vi	..	..	..	..	1	1	4	16	12	17	2	..	..	..	..	..	..	53
vii	..	..	..	..	..	..	2	6	11	21	4	2	1	..	..	..	..	47
viii	..	..	..	..	..	..	1	1	8	12	12	9	2	..	1	..	..	46
ix	..	..	..	..	..	..	..	..	..	2	9	5	3	2	..	..	..	21
x	..	..	..	..	..	..	..	..	..	..	3	3	5	3	..	..	..	14
xi	..	..	..	..	..	..	..	..	..	..	1	..	5	..	..	..	..	6
xii	..	..	..	..	..	..	..	..	..	..	..	1	3	1	8	..	..	13
No. ea. age	4	60	88	121	118	108	112	91	95	78	35	23	13	13	2	8	..	969

Kent

i	5	17	19	8	9	..	..	..	..	..	..	..	..	..	..	..	..	49
ii	..	1	3	8	9	8	1	..	1	..	..	..	..	..	..	..	..	31
iii	..	..	1	3	5	6	7	7	3	2	1	..	..	..	..	..	..	35
iv	..	..	..	..	3	5	10	6	4	4	2	..	..	..	..	..	..	34
v	..	..	..	..	2	1	2	7	6	4	1	..	..	..	..	..	..	23
vi	..	..	..	..	..	..	6	3	5	2	3	4	..	..	..	..	..	23
vii	..	..	..	..	..	..	..	..	..	1	6	3	1	1	..	..	..	12
viii	..	..	..	..	..	..	..	..	..	3	2	..	3	1	..	..	..	9
No. ea. age	5	18	14	19	28	20	26	23	19	16	15	7	4	2	..	..	..	216

AGE OF CHILDREN BY GRADES

207

Killingly

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
Kindg'n	13	24	28	6	1	1	1	..	1	..	1	..	..	..	..	..	..	76
i	2	17	45	36	24	5	1	..	..	..	1	..	..	..	..	..	..	131
ii	..	..	20	32	34	14	7	5	3	..	..	..	..	..	..	..	..	115
iii	..	1	..	12	34	33	17	4	2	2	1	..	..	..	..	..	..	106
iv	..	..	1	3	14	27	36	13	13	4	1	..	1	..	..	..	..	113
v	..	..	..	..	4	21	39	20	21	17	3	1	..	..	..	..	..	126
vi	..	..	..	..	1	4	9	29	24	20	3	1	..	..	..	..	..	91
vii	..	..	..	..	..	1	3	17	45	29	8	8	..	..	..	..	..	111
viii	..	..	..	..	..	..	..	1	9	16	17	3	3	1	..	..	..	50
ix	..	..	..	..	..	..	..	..	..	3	9	17	13	5	1	1	..	49
x	..	..	..	..	..	..	..	..	..	..	..	1	10	6	2	4	..	23
xi	..	..	..	..	..	..	..	..	..	..	..	1	9	8	6	2	..	26
xii	..	..	..	..	..	..	..	..	..	..	..	..	..	1	3	6	..	10
<i>No. ea. age</i>	15	42	94	89	112	106	113	89	118	92	43	32	36	21	12	13	..	1,027

Killingworth

i	3	10	8	9	6	1	..	..	1	..	..	..	..	..	..	..	..	38
ii	..	..	4	6	3	3	1	..	..	..	..	..	..	..	..	..	..	17
iii	..	..	..	3	3	3	3	1	..	..	..	..	..	..	..	..	..	13
iv	..	..	..	2	1	6	1	3	2	1	..	..	..	..	..	..	..	17
v	..	..	..	..	..	1	4	5	4	4	1	..	..	..	..	..	..	19
vi	..	..	..	..	..	..	1	4	3	3	4	..	..	..	..	..	..	15
vii	..	..	..	..	..	..	..	1	3	..	3	..	..	..	..	..	..	7
viii	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
ix	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
<i>No. ea. age</i>	3	10	12	20	13	9	15	12	14	9	9	2	..	..	..	..	..	128

Lebanon

i	4	8	20	6	2	..	..	..	..	..	..	..	..	..	..	..	..	41
ii	..	1	3	15	8	2	1	..	..	..	..	..	..	..	..	..	..	30
iii	..	..	..	7	7	9	4	1	2	1	..	..	..	..	..	..	..	31
iv	..	..	..	3	3	6	8	4	8	1	1	..	..	1	..	..	..	35
v	..	..	..	..	4	7	7	3	6	4	1	1	..	..	..	..	..	33
vi	..	..	..	..	..	..	1	7	7	6	..	..	..	..	..	..	..	21
vii	..	..	..	..	..	..	1	7	8	8	4	1	..	..	..	..	..	29
viii	..	..	..	..	..	..	..	1	2	3	..	1	1	1	..	..	..	9
<i>No. ea. age</i>	4	9	23	31	24	24	23	23	31	23	6	3	1	2	..	..	..	229

Ledyard

i	4	14	10	11	3	..	..	..	..	..	..	..	..	..	..	..	..	42
ii	1	1	5	9	6	7	1	..	..	..	..	..	..	..	..	..	..	30
iii	..	..	1	2	9	10	4	6	..	..	..	..	..	..	..	..	..	32
iv	..	..	..	..	2	5	5	7	4	..	1	..	..	..	..	..	..	24
v	..	..	..	..	2	1	5	9	7	2	5	1	..	..	..	..	..	32
vi	..	..	..	..	..	1	1	11	6	6	4	3	1	..	..	..	..	33
vii	..	..	..	..	..	..	..	1	5	4	2	2	1	..	..	..	..	16
viii	..	..	..	..	..	..	2	3	3	1	3	1	1	..	..	..	..	14
ix	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
x	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	1
<i>No. ea. age</i>	5	15	16	22	22	24	18	37	22	14	18	7	4	1	..	..	..	225

Lisbon

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	3	13	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	18
ii	..	1	10	2	..	1	1	..	..	..	..	..	..	..	..	..	..	15
iii	..	..	..	1	12	7	2	1	..	..	..	..	..	..	..	..	..	23
iv	..	..	..	..	6	4	1	..	..	1	..	..	..	..	..	..	..	18
v	..	..	..	..	..	..	3	7	1	1	..	..	..	..	..	..	..	12
vi	..	..	..	..	..	..	2	3	1	..	1	..	..	..	..	..	..	7
vii	..	..	..	..	..	..	..	4	..	6	1	1	..	..	..	..	..	12
viii	..	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	3
<i>No. ea. age</i>	3	14	10	4	19	12	9	15	2	10	3	1	..	..	..	..	..	102

Litchfield

<i>Kindg'n</i>	2	10	6	1	1	1	..	..	..	..	..	..	..	..	..	..	..	21
i	8	21	31	29	8	4	1	..	1	..	..	..	..	..	..	..	..	103
ii	..	9	4	27	16	18	5	1	3	..	..	..	..	..	..	..	..	83
iii	..	..	..	5	18	25	15	10	2	1	..	..	..	..	..	..	..	76
iv	..	..	..	..	4	10	13	18	10	6	3	..	1	..	..	..	..	65
v	..	..	..	..	..	1	13	16	19	11	3	..	..	..	..	..	..	63
vi	..	..	..	..	1	..	2	3	19	17	11	2	..	2	..	..	..	57
vii	..	..	..	..	..	..	..	2	12	19	10	6	5	1	..	..	..	55
viii	..	..	..	..	..	..	..	..	1	6	11	14	5	1	..	..	..	38
ix	..	..	..	..	..	..	..	..	..	3	11	4	3	1	..	..	..	22
x	..	..	..	..	..	..	..	..	1	2	2	4	5	1	..	..	..	15
xi	..	..	..	..	..	..	..	..	..	..	..	..	2	1	..	..	..	3
xii	..	..	..	..	..	..	..	..	..	..	..	..	2	1	1	..	..	4
<i>No. ea. age</i>	10	40	41	62	48	59	49	50	68	65	51	30	23	8	1	..	..	605

Lyme

i	1	9	8	1	1	1	..	..	..	..	..	..	..	..	..	..	..	21
ii	..	1	4	6	5	2	1	..	..	..	..	..	..	..	..	..	..	19
iii	..	1	..	1	11	2	2	1	..	..	..	..	..	..	..	..	..	18
iv	..	..	..	1	5	6	4	2	12	3	..	2	..	..	..	..	..	35
v	..	..	..	..	6	2	6	2	..	1	..	..	..	..	..	..	..	17
vi	..	..	..	..	..	1	3	2	2	5	3	..	..	..	..	..	..	16
vii	..	..	..	..	..	..	..	2	2	5	..	1	..	..	..	..	..	10
viii	..	..	..	..	..	..	..	..	..	2	..	..	1	..	..	..	..	3
<i>No. ea. age</i>	1	11	12	9	28	14	16	9	16	16	3	3	1	..	..	..	..	139

Madison

i	1	13	7	10	..	1	..	..	..	..	..	..	..	..	..	..	..	32
ii	..	..	1	15	7	2	3	1	..	..	..	..	..	..	..	..	..	29
iii	..	..	..	5	9	8	6	1	..	1	..	..	..	..	..	..	..	30
iv	..	..	..	..	..	5	8	4	6	3	..	..	2	..	..	..	..	26
v	..	..	..	..	1	3	11	6	4	5	..	..	..	..	..	..	..	30
vi	..	..	..	..	..	..	..	12	7	6	4	1	1	..	..	..	..	31
vii	..	..	..	..	..	..	..	1	3	9	4	3	..	..	..	..	..	20
viii	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
ix	..	..	..	..	..	..	..	1	..	6	4	1	..	..	..	..	..	12
x	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	..	..	3
xi	..	..	..	..	..	..	..	..	2	..	3	1	3	..	..	..	..	9
xii	..	..	..	..	..	..	..	..	..	1	..	1	1	1	1	..	..	4
<i>No. ea. age</i>	1	13	8	30	17	19	28	26	20	32	13	10	4	4	2	..	..	227

Manchester

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grad.
<i>Grades</i>																		
Kind'n	67	93	7	1	..	..	..	..	..	..	..	..	..	..	..	..	..	168
i	1	72	213	96	39	14	2	1	1	..	..	..	..	..	..	..	..	439
ii	..	5	34	118	102	48	5	13	14	..	..	..	..	..	..	..	..	339
iii	..	..	1	15	69	86	54	11	9	3	..	..	..	..	..	..	..	248
iv	..	..	2	6	22	59	84	52	23	7	..	..	..	..	..	..	..	255
v	..	..	..	..	8	21	54	69	30	30	..	..	..	..	..	..	..	212
vi	..	..	..	..	2	10	30	52	70	51	9	1	..	..	..	..	..	225
vii	..	..	..	..	..	1	2	21	45	70	17	..	1	..	..	..	..	157
viii	..	..	..	..	..	..	1	6	21	41	20	6	..	..	..	..	..	95
ix	..	..	..	..	..	..	..	1	4	26	33	19	11	3	..	..	..	97
x	..	..	..	..	..	..	..	..	..	2	11	13	3	..	..	..	..	29
xi	..	..	..	..	..	..	..	..	..	1	1	6	10	9	1	..	..	28
xii	..	..	..	..	..	..	..	..	..	..	..	2	3	3	6	..	..	14
<i>No. ea. age</i>	68	170	257	236	242	239	232	226	217	231	91	47	28	15	7	..	..	2,306

Mansfield

i	6	13	18	7	3	1	1	1	..	..	..	..	..	..	..	..	..	50
ii	..	..	2	15	7	3	..	..	..	..	..	..	..	..	..	..	..	27
iii	..	..	2	11	13	10	8	5	2	1	..	..	..	..	..	..	..	52
iv	..	..	..	..	..	2	4	3	2	4	1	..	..	..	..	1	..	17
v	..	..	..	..	..	1	10	5	4	3	3	1	..	1	..	..	..	28
vi	..	..	..	..	..	1	5	6	2	7	1	..	..	..	..	..	..	22
vii	..	..	..	..	..	2	1	3	5	6	3	..	..	..	..	..	..	20
viii	..	..	..	..	..	..	..	1	1	7	3	1	..	..	..	..	..	13
<i>No. ea. age</i>	6	13	22	33	23	20	29	24	16	28	11	2	..	1	..	1	..	229

Marlboro

i	1	3	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8
ii	..	2	2	7	..	..	..	..	..	..	..	..	..	..	..	..	..	11
iii	..	..	..	6	2	2	..	..	..	..	..	..	..	..	..	..	..	10
iv	..	..	..	..	3	3	..	1	3	..	..	..	..	..	..	..	..	10
v	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	2
vi	..	..	..	..	..	1	..	3	1	2	..	1	..	..	..	..	..	8
vii	..	..	..	..	..	..	1	1	1	2	3	1	..	..	..	..	..	9
viii	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	..	3
<i>No. ea. age</i>	1	5	6	13	5	6	2	6	7	5	3	2	..	..	..	..	..	61

Meriden

i	..	155	305	197	59	15	5	4	..	2	..	..	..	..	..	..	..	742
ii	..	..	41	190	231	115	25	19	2	6	2	..	..	..	..	..	..	631
iii	..	..	..	22	119	158	90	29	10	11	..	..	..	..	..	..	..	448
iv	..	..	..	..	21	124	201	133	58	25	8	2	..	..	..	..	..	572
v	..	..	..	..	..	12	63	99	128	51	10	2	..	..	..	..	..	365
vi	..	..	..	..	1	1	16	64	122	83	30	9	1	..	..	..	..	327
vii	..	..	..	..	..	..	1	16	44	89	49	14	3	..	..	..	..	216
viii	..	..	..	..	..	..	..	..	5	49	31	9	1	..	..	..	..	176
ix	..	..	..	..	..	..	..	..	4	11	36	21	3	4	1	..	..	80
x	..	..	..	..	..	..	..	..	..	3	13	35	51	33	4	1	..	140
xi	..	..	..	..	..	..	..	..	..	1	8	24	14	7	2	..	..	56
xii	..	..	..	..	..	..	..	..	..	..	..	1	9	12	14	1	..	37
xiii	..	..	..	..	..	..	..	..	..	..	..	..	1	4	15	8	..	28
<i>No. ea. age</i>	..	155	346	409	431	425	410	364	373	330	230	123	101	68	41	12	..	3,818

Middlebury

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	..	4	6	4	2	..	..	..	..	..	..	..	..	..	..	..	..	16
ii	..	..	1	5	4	2	..	..	..	..	..	..	..	..	..	..	..	12
iii	..	..	..	3	5	6	2	2	1	..	..	..	..	..	..	..	..	19
iv	..	..	..	..	4	..	4	5	..	4	1	..	..	..	..	..	..	18
v	..	..	..	..	..	..	..	..	4	2	..	1	..	..	..	..	..	7
vi	..	..	..	..	..	..	1	5	1	4	1	..	1	..	..	..	..	13
vii	..	..	..	..	..	..	..	3	2	2	2	1	..	..	..	..	..	10
viii	..	..	..	..	..	..	..	1	2	2	1	..	..	..	..	..	..	6

No. ea. age .. 4 7 12 15 8 7 16 10 14 5 2 1 101

Middlefield

i	..	7	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9
ii	..	..	6	4	3	..	..	..	..	..	..	..	..	..	..	..	..	13
iii	..	..	3	8	5	..	1	..	..	..	1	..	..	..	..	..	..	18
iv	..	..	..	..	7	14	..	3	..	..	..	..	..	..	..	..	..	24
v	..	..	..	..	2	3	6	6	4	3	1	..	..	..	..	..	..	25
vi	..	..	..	..	..	4	12	6	3	2	1	..	1	..	..	..	..	29
vii	..	..	..	..	..	..	..	..	5	5	1	..	..	..	..	..	..	11
viii	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	..	6

No. ea. age .. 7 11 12 17 17 11 21 16 11 9 2 .. 1 135

Middletown

i	23	126	122	71	19	12	2	1	..	..	..	..	..	..	..	..	..	376
ii	..	4	50	95	67	26	16	2	1	1	1	..	..	..	..	..	..	263
iii	..	..	3	35	83	83	36	19	3	2	..	..	..	..	..	..	..	264
iv	..	..	1	2	29	73	71	38	25	10	5	..	..	..	..	..	..	254
v	..	..	..	..	5	32	60	58	46	16	5	1	..	..	..	..	..	223
vi	..	..	..	..	..	4	34	31	34	35	14	..	..	..	..	..	..	152
vii	..	..	..	..	..	..	5	18	39	34	15	..	..	..	..	..	..	111
viii	..	..	..	..	..	..	..	2	27	44	33	10	1	1	..	..	..	118
ix	..	..	..	..	..	..	..	..	4	18	24	16	4	1	..	..	..	67
x	..	..	..	..	..	..	..	..	2	13	32	32	15	2	2	1	..	99
xi	..	..	..	..	..	..	..	..	..	1	8	34	16	9	1	..	..	69
xii	..	..	..	..	..	..	..	..	..	..	5	12	23	12	5	..	..	57
xiii	..	..	..	..	..	..	..	..	..	..	..	..	14	15	9	4	..	42

No. ea. age 23 130 176 203 203 230 224 169 181 174 142 105 73 40 17 5 .. 2,095

Milford

Kindg'n	4	16	18	7	4	1	..	..	..	..	..	..	..	..	..	..	..	50
i	2	4	16	32	21	17	9	..	..	..	..	..	..	..	..	..	..	101
ii	..	..	1	3	11	11	10	2	2	1	..	..	..	..	..	..	..	41
iii	..	..	..	6	10	14	14	10	4	6	..	..	..	..	..	..	..	64
iv	..	..	..	..	3	14	14	6	10	2	..	..	..	..	..	..	..	49
v	..	..	..	..	..	..	4	12	9	10	2	..	..	..	..	..	..	37
vi	..	..	..	..	..	1	3	5	13	12	8	..	..	..	..	..	..	42
vii	..	..	..	..	..	..	..	1	5	11	14	5	1	..	..	..	..	37
viii	..	..	..	..	..	..	..	..	2	6	6	4	2	..	..	..	..	20
ix	..	..	..	..	..	..	..	..	..	1	9	8	7	..	..	..	..	25
x	..	..	..	..	..	..	..	..	..	..	1	6	3	5	1	..	..	16
xi	..	..	..	..	..	..	..	..	..	..	..	6	9	1	2	..	..	18

No. ea. age 6 20 35 48 49 58 54 36 45 49 40 23 19 14 2 2 .. 500

AGE OF CHILDREN BY GRADES

211

Monroe

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	..	9	11	11	2	2	..	..	..	..	..	..	..	..	..	..	..	35
ii	..	..	3	3	7	4	2	1	1	..	..	..	..	..	..	..	..	21
iii	..	..	1	3	8	3	3	6	2	1	..	..	..	..	..	..	..	27
iv	..	..	..	2	2	3	5	5	3	6	1	..	..	..	..	..	..	27
v	..	..	..	..	1	..	..	3	12	4	5	3	1	..	..	..	..	29
vi	..	..	..	..	..	..	1	2	5	3	1	..	..	..	..	..	..	12
vii	..	..	..	..	..	..	..	..	1	..	5	1	..	..	..	..	..	7
viii	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	2
ix	..	..	..	..	..	..	..	..	..	..	..	1	..	1	..	..	..	2
x	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	2
No. ea. age	..	9	15	19	20	12	11	17	24	14	15	6	1	1	..	..	..	164

Montville

i	5	13	28	21	14	8	5	1	1	..	..	..	..	..	..	..	..	96
ii	..	1	3	21	22	23	6	3	4	1	1	..	..	..	..	..	..	85
iii	..	..	..	6	8	13	10	16	3	3	1	..	..	..	..	..	..	60
iv	..	..	..	1	3	13	13	13	12	4	..	..	..	..	..	..	..	59
v	..	..	..	2	2	4	4	6	9	13	3	..	1	1	..	..	..	45
vi	..	..	..	..	..	..	6	8	10	7	5	..	..	..	..	..	..	36
vii	..	..	..	..	..	..	..	1	5	6	10	6	2	..	..	..	..	30
viii	..	..	..	..	..	..	..	..	8	5	7	2	1	1	..	..	..	24
No. ea. age	5	14	31	51	49	61	44	48	52	39	27	8	4	2	..	..	..	435

8

Morris

i	7	7	3	1	1	1	..	..	..	..	..	..	..	..	..	..	..	20
ii	..	..	5	1	..	1	..	..	..	..	..	..	..	..	..	..	..	7
iii	..	..	1	10	5	4	1	1	1	..	..	..	..	..	..	..	..	23
iv	..	..	..	2	1	9	1	1	1	1	..	..	..	..	..	..	..	16
v	..	..	..	..	..	..	4	2	2	1	..	..	..	..	..	..	..	9
vi	..	..	..	..	..	2	2	1	1	..	..	..	..	..	..	..	..	6
vii	..	..	..	..	..	1	..	4	3	5	2	1	..	..	..	..	..	16
viii	..	..	..	..	..	..	..	1	1	1	1	..	..	..	..	..	..	4
ix	..	..	..	..	..	..	..	..	..	1	1	1	..	..	..	..	..	3
No. ea. age	7	7	9	14	7	18	8	10	9	9	4	2	..	..	..	..	..	104

Naugatuck

Kinder'n	43	68	36	8	..	..	..	..	..	..	..	..	..	..	..	..	..	155
i	2	52	145	137	38	4	5	1	1	..	..	..	..	..	..	..	..	385
ii	2	2	11	66	59	25	6	..	..	..	1	..	..	..	..	..	..	172
iii	..	..	..	11	60	70	17	14	1	1	..	1	..	..	..	..	..	175
iv	..	..	..	2	17	70	48	23	12	5	4	..	..	..	..	..	..	181
v	..	..	..	..	1	21	48	45	23	15	3	..	..	..	..	..	..	156
vi	..	..	..	..	..	4	24	55	31	13	4	1	..	..	..	..	..	132
vii	..	..	..	..	..	..	4	19	39	31	12	2	..	..	..	..	..	107
viii	..	..	..	..	..	..	..	..	15	27	21	2	1	..	..	..	..	66
ix	..	..	..	..	..	..	..	..	4	4	20	11	2	..	..	..	..	50
x	..	..	..	..	..	..	..	..	3	12	19	15	5	4	..	..	..	58
xi	..	..	..	..	..	..	..	..	..	1	3	9	12	5	..	..	..	30
xii	..	..	..	..	..	..	..	..	..	..	..	1	7	8	4	..	..	20
xiii	..	..	..	..	..	..	..	..	..	..	..	..	2	4	9	1	..	16
No. ea. age	47	122	192	224	175	194	152	157	129	109	96	42	29	21	13	1	..	1,703

New Britain

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
Kind'n	146	283	188	51	5	1	1	..	..	..	..	..	..	..	..	..	..	675
i	..	30	233	343	158	42	13	2	2	4	..	..	..	..	..	..	..	827
ii	..	..	1	70	226	146	68	33	9	4	1	..	..	..	..	..	..	558
iii	..	..	..	4	52	120	99	52	20	3	2	3	..	..	..	..	..	355
iv	..	..	..	2	10	77	107	108	60	24	4	..	1	..	..	..	..	393
v	..	..	..	..	..	3	58	107	69	45	13	..	..	..	..	..	..	295
vi	..	..	..	..	..	1	8	49	82	72	13	3	..	..	..	..	..	228
vii	..	..	..	..	..	..	3	18	67	69	36	7	1	..	..	..	..	201
viii	..	..	..	..	..	..	1	1	19	49	81	38	7	1	..	..	..	197
ix	..	..	..	..	..	..	..	..	7	18	64	46	20	7	2	..	..	164
x	..	..	..	..	..	..	..	1	3	31	46	43	27	7	..	..	..	158
xi	..	..	..	..	..	..	..	..	..	3	15	37	17	8	2	2	..	84
xii	..	..	..	..	..	..	..	..	..	..	..	20	23	32	14	2	..	91
xiii	..	..	..	..	..	..	..	..	..	..	..	1	8	23	12	8	..	52
<i>No. ea. age</i>	146	313	422	470	451	390	358	371	338	322	275	198	104	78	30	12	..	4,278

New Canaan

i	8	31	26	24	2	1	..	..	..	..	..	..	..	..	..	..	..	92
ii	..	..	1	24	22	20	5	3	..	2	..	..	..	..	..	..	..	77
iii	..	..	2	3	21	13	13	4	3	..	..	..	..	..	..	..	..	59
iv	..	..	..	..	4	8	6	2	6	3	..	..	..	..	..	..	..	29
v	..	..	..	..	1	10	28	18	11	2	2	1	..	..	..	..	..	73
vi	..	..	..	..	..	..	15	7	10	10	4	2	..	..	..	..	..	48
vii	..	..	..	..	..	..	4	9	19	16	7	2	..	..	..	..	..	57
viii	..	..	..	..	..	..	..	4	4	12	5	4	1	..	..	..	..	30
ix	..	..	..	..	..	..	..	3	4	5	16	9	2	..	..	..	..	39
<i>No. ea. age</i>	8	31	29	51	50	52	71	50	57	50	34	18	3	..	..	..	..	504

New Fairfield

i	1	6	2	4	2	1	5	2	1	2	..	..	..	..	..	..	..	26
ii	..	..	..	4	2	1	2	..	..	..	..	..	..	..	..	..	..	9
iii	..	..	..	..	2	1	1	..	1	..	..	..	..	..	..	..	..	5
iv	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	2
v	..	..	..	..	..	..	3	..	1	..	..	..	..	..	..	..	..	4
vi	..	..	..	..	..	..	..	3	2	2	..	..	..	..	..	..	..	7
vii	..	..	..	..	..	..	..	..	..	3	1	..	..	..	..	..	..	4
viii	..	..	..	..	..	3	..	..	2	..	..	1	..	..	..	..	..	6
ix	..	..	..	..	..	2	..	..	3	1	..	1	..	..	..	..	..	7
x	..	..	..	..	..	..	1	..	1	..	2	2	..	..	..	..	..	6
<i>No. ea. age</i>	1	6	2	8	7	9	12	5	11	8	3	4	..	..	..	..	..	76

New Hartford

i	3	4	21	20	8	3	2	..	..	..	..	..	..	..	..	..	..	61
ii	..	2	3	14	17	5	2	2	1	..	..	..	..	..	..	..	..	46
iii	..	..	..	4	11	15	6	6	1	..	..	..	..	..	..	..	..	43
iv	..	..	..	..	6	6	6	7	7	2	..	..	..	..	..	..	..	34
v	..	..	..	..	1	1	6	..	3	1	..	..	..	..	..	..	..	12
vi	..	..	..	..	..	..	5	3	10	5	..	..	..	..	..	..	..	23
vii	..	..	..	..	..	..	2	3	3	5	..	..	1	..	..	..	..	14
viii	..	..	..	..	..	..	..	..	4	9	2	1	..	..	..	..	..	16
ix	..	..	..	..	..	..	..	..	1	3	5	4	2	..	..	..	..	15
x	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	..	..	2
<i>No. ea. age</i>	3	6	24	38	43	30	29	21	30	25	7	5	4	..	1	..	..	266

New Haven

Age	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
Kind'n	268	584	223	26	3	1	..	1	..	..	..	..	..	..	..	..	..	1,106
i	..	308	1081	897	393	162	79	38	26	25	4	2	..	..	..	..	..	3,015
ii	..	1	125	620	635	349	154	61	37	27	9	..	1	..	..	..	..	2,019
iii	..	..	3	146	575	599	433	205	113	55	14	2	1	..	..	..	..	2,146
iv	..	..	..	9	117	492	577	419	247	136	42	9	1	1	..	..	..	2,050
v	..	..	..	..	9	111	334	461	427	272	88	13	1	1	..	..	..	1,717
vi	..	..	..	..	..	6	66	266	400	419	187	48	15	2	..	..	..	1,409
vii	..	..	..	..	..	3	5	70	231	384	254	108	22	9	2	..	..	1,088
viii	..	..	..	..	..	..	..	4	42	168	210	182	64	25	3	..	..	698
ix	..	..	..	..	..	..	..	..	21	73	147	150	78	25	11	2	..	507
x	..	..	..	..	..	..	..	..	..	..	36	72	69	46	25	2	..	250
xi	..	..	..	..	..	..	..	..	..	..	8	43	78	80	44	10	..	263
xii	..	..	..	..	..	..	..	..	..	..	2	8	21	65	51	17	..	164
<i>Na. ex. age</i>	268	893	1432	1698	1732	1723	1648	1525	1544	1559	1001	637	351	254	136	31	..	16,432

Newington

i	1	15	13	14	3	5	..	..	..	..	..	..	..	..	..	..	..	51
ii	..	1	4	7	12	4	..	1	..	..	..	..	..	..	..	..	..	29
iii	..	..	..	3	9	6	2	..	..	..	..	..	..	..	..	..	..	26
iv	..	..	..	..	..	3	3	8	3	2	..	..	..	..	..	..	..	19
v	..	..	..	..	1	..	3	3	1	3	..	..	..	..	..	..	..	11
vi	..	..	..	..	..	..	1	2	2	6	2	..	..	..	..	..	..	13
vii	..	..	..	..	..	..	..	..	2	4	1	1	..	..	..	..	..	8
viii	..	..	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	2
ix	..	..	..	..	..	..	..	..	..	1	3	1	2	1	..	..	..	8
<i>Na. ex. age</i>	1	16	17	24	25	18	13	16	8	17	6	2	3	1	..	..	..	167

New London

Kind'n	71	101	45	16	7	3	..	..	..	1	..	..	..	..	..	..	..	244
i	..	64	156	139	181	26	12	3	4	2	..	..	..	..	..	..	..	587
ii	..	..	3	63	96	58	27	11	6	1	..	..	..	..	..	..	..	265
iii	..	..	..	10	57	89	55	36	16	6	2	2	..	..	..	..	..	274
iv	..	..	..	..	26	62	88	53	30	21	5	1	..	..	..	..	..	286
v	..	..	..	..	1	9	68	82	78	34	10	4	..	..	..	..	..	286
vi	..	..	..	..	..	1	12	49	66	43	33	9	1	..	..	..	..	214
vii	..	..	..	..	..	..	..	6	31	57	55	21	8	1	..	..	..	179
viii	..	..	..	..	..	..	..	..	4	18	50	48	25	6	3	..	..	154
<i>Na. ex. age</i>	71	165	205	228	368	248	262	240	235	183	155	85	34	7	3	..	..	2,489

New Milford

i	11	29	66	47	26	9	6	..	..	..	..	..	..	..	..	..	..	194
ii	..	..	7	19	30	24	7	5	1	2	..	..	..	..	..	..	..	95
iii	..	1	2	6	17	39	33	20	7	1	..	..	..	..	..	..	..	126
iv	..	..	..	2	8	14	20	16	13	3	..	..	..	..	..	..	..	84
v	..	..	..	..	..	6	4	12	15	12	2	..	..	1	..	..	..	52
vi	..	..	..	..	1	2	9	7	12	12	8	..	..	..	..	..	..	51
vii	..	..	..	..	..	1	1	5	15	14	14	3	..	..	..	..	..	53
viii	..	..	..	..	..	..	..	1	4	6	1	6	3	..	..	..	..	21
ix	..	..	..	..	..	..	..	..	..	9	8	3	..	1	..	..	..	21
x	..	..	..	..	..	..	..	..	..	4	7	3	2	..	..	..	..	16
xi	..	..	..	..	..	..	..	..	..	1	7	4	6	1	1	..	..	20
xii	..	..	..	..	..	..	..	..	..	..	..	3	1	..	..	..	..	4
<i>Na. ex. age</i>	11	30	75	74	82	89	74	70	70	74	50	22	12	3	1	..	..	737

Newtown

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	16	24	14	11	1	2	1	..	..	..	..	..	..	..	..	..	..	69
ii	..	2	16	15	10	3	4	..	..	..	..	..	..	..	..	..	..	50
iii	..	..	4	19	13	21	8	6	1	1	..	..	..	..	..	..	..	73
iv	..	..	2	4	11	14	11	14	8	10	3	..	..	..	..	..	..	77
v	..	..	..	..	..	5	5	16	15	10	4	2	..	..	..	..	..	57
vi	..	..	..	..	..	1	1	3	6	6	7	3	5	..	..	..	..	32
vii	..	..	..	..	..	..	1	1	..	5	4	6	1	..	..	..	..	18
viii	..	..	..	1	1	2	2	3	4	..	..	1	1	..	..	..	..	15
ix	..	..	..	..	..	..	..	..	..	6	4	8	1	..	..	..	..	19
<i>No. ea. age</i>	16	26	36	50	36	48	33	43	34	38	22	20	8	..	..	..	..	410

Norfolk

i	14	24	23	9	2	..	..	1	..	..	..	..	..	..	..	..	..	73
ii	..	..	2	11	5	4	1	..	..	..	..	..	..	..	..	..	..	23
iii	..	..	2	3	8	13	3	3	3	1	..	..	..	..	..	..	..	36
iv	..	..	2	1	3	7	8	5	4	1	..	..	..	..	..	..	..	31
v	..	..	..	..	..	5	7	6	3	1	1	..	..	..	..	..	..	23
vi	..	..	..	..	..	..	4	8	8	4	2	..	..	..	..	..	..	26
vii	..	..	..	..	..	..	1	8	7	3	1	3	..	..	..	..	..	23
viii	..	..	..	..	..	..	..	..	3	3	7	1	1	1	..	..	..	16
ix	..	..	..	..	..	..	..	..	..	..	1	1	2	..	..	..	..	4
<i>No. ea. age</i>	14	24	29	24	18	29	24	31	28	13	12	5	3	1	..	..	..	255

North Branford

i	4	7	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	14
ii	..	1	6	8	..	1	1	..	..	..	..	..	..	..	..	..	..	17
iii	..	..	..	2	4	6	2	..	..	..	..	..	..	..	..	..	..	14
iv	..	..	1	1	5	4	7	4	1	..	..	..	..	..	..	..	..	23
v	..	..	..	..	..	..	2	2	3	1	..	..	..	..	..	..	..	8
vi	..	..	..	..	..	..	1	2	6	3	..	..	..	..	..	..	..	12
vii	..	..	..	..	..	..	..	..	2	4	6	1	..	..	..	..	..	13
viii	..	..	..	..	..	..	1	..	1	1	..	2	..	..	..	..	..	5
ix	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	2
x	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	2
xi	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	4
<i>No. ea. age</i>	4	8	8	12	11	12	15	10	15	10	6	3	..	..	..	..	..	114

North Canaan

i	9	23	22	5	6	..	..	..	..	..	..	..	..	..	..	..	..	65
ii	..	..	3	9	19	1	5	..	1	..	..	..	..	..	..	..	..	38
iii	..	..	..	6	7	6	4	..	1	..	..	..	..	..	..	..	..	24
iv	..	..	..	1	8	12	2	3	7	..	2	..	..	..	..	..	..	35
v	..	..	..	..	1	9	6	5	4	3	3	1	..	..	..	..	..	32
vi	..	..	..	..	..	2	3	1	6	4	1	..	..	..	..	..	..	17
vii	..	..	..	..	..	..	2	1	6	9	4	3	1	..	..	..	..	26
viii	..	..	..	..	..	..	..	1	6	10	5	6	..	..	..	..	..	28
ix	..	..	..	..	..	..	..	..	2	2	3	1	..	..	..	..	..	8
x	..	..	..	..	..	..	..	..	..	..	4	4	7	2	2	..	..	19
xi	..	..	..	..	..	..	..	..	..	..	..	..	..	4	1	2	..	7
<i>No. ea. age</i>	9	23	25	21	41	30	22	11	33	28	22	15	12	3	4	..	..	299

AGE OF CHILDREN BY GRADES

215

North Haven

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
Grades																		
i	11	12	19	16	6	1	..	..	..	..	..	..	..	..	..	..	..	65
ii	..	..	3	13	13	7	4	1	1	..	..	..	..	..	..	..	..	42
iii	..	..	2	4	10	12	15	6	2	2	..	..	..	..	..	..	..	53
iv	..	..	..	..	2	6	2	8	5	4	3	..	..	..	..	..	..	30
v	..	..	..	..	1	2	9	13	3	4	..	..	..	..	..	..	..	32
vi	..	..	..	..	..	..	..	4	10	7	4	1	..	..	..	..	..	26
vii	..	..	..	..	..	..	..	..	..	2	4	2	..	..	..	..	..	8
No. ea. age	11	12	24	33	32	28	30	32	21	19	11	3	..	..	..	..	..	256

North Stonington

i	2	10	6	2	2	..	..	..	..	..	..	..	..	..	..	..	..	22
ii	..	..	4	4	5	2	2	1	..	1	..	..	..	..	..	..	..	19
iii	..	..	..	6	6	13	6	5	1	..	..	..	..	..	..	..	..	37
iv	..	..	..	..	2	2	5	7	4	..	1	..	..	..	..	..	..	21
v	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	2
vi	..	..	..	..	..	..	5	6	3	3	..	1	..	..	..	..	..	18
vii	..	..	..	..	..	..	1	4	5	1	2	2	..	..	..	..	..	15
viii	..	..	..	..	..	..	1	1	2	4	3	2	..	..	..	..	..	13
No. ea. age	2	10	10	12	15	17	20	24	16	10	6	5	..	..	..	..	..	147

Norwalk

Kindg'n	57	158	68	9	2	..	1	..	..	..	..	..	..	..	..	..	..	295
i	..	72	138	113	33	12	5	3	1	..	..	..	..	..	..	..	..	377
ii	..	3	51	104	109	46	17	5	2	..	1	..	..	..	..	..	..	338
iii	..	..	4	48	125	111	69	27	10	5	4	..	..	..	..	..	..	403
iv	..	..	..	1	42	96	102	50	39	19	5	1	1	..	..	..	..	356
v	..	..	..	..	5	21	83	93	64	35	11	..	1	..	..	..	..	313
vi	..	..	..	..	..	9	46	73	82	62	24	8	1	..	..	..	..	305
vii	..	..	..	..	..	2	3	35	72	69	21	6	1	..	..	..	..	209
viii	..	..	..	..	..	..	2	8	31	57	40	14	6	1	..	..	..	159
ix	..	..	..	..	..	..	..	4	13	33	34	20	2	..	2	..	..	108
x	..	..	..	..	..	..	..	1	10	17	22	9	5	..	1	..	..	65
xi	..	..	..	..	..	..	..	..	..	2	9	15	9	4	..	..	..	39
xii	..	..	..	..	..	..	..	..	..	1	10	11	9	2	..	..	..	33
No. ea. age	57	233	261	275	316	297	328	299	324	299	172	83	37	14	5	..	..	3,000

Norwich

Kindg'n	..	152	76	58	..	1	..	1	..	..	..	..	..	..	..	..	..	288
i	156	138	303	202	62	44	5	1	1	1	1	..	..	..	..	..	..	914
ii	..	..	35	115	152	75	37	12	6	3	4	1	..	..	..	..	..	440
iii	..	1	1	23	114	129	63	35	10	6	5	..	1	..	..	..	..	2388
iv	..	..	1	5	24	88	123	58	37	14	2	1	..	..	..	..	..	353
v	..	..	..	..	7	30	80	96	45	39	12	2	1	1	..	..	..	313
vi	..	..	..	..	5	14	59	91	111	74	24	4	1	..	..	..	..	383
vii	..	..	..	..	..	..	4	27	75	112	39	20	2	..	..	..	..	279
viii	..	..	..	..	..	..	..	7	19	59	69	27	7	2	..	..	..	190
ix	..	..	..	..	..	..	..	..	6	21	42	29	9	3	..	1	..	111
x	..	..	..	..	..	..	..	3	20	16	8	4	..	..	..	..	..	51
No. ea. age	156	291	416	403	364	381	371	331	330	345	206	88	21	6	..	1	..	3,710

Old Lyme

Ages	8-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	8	9	15	9	4	3	..	..	..	..	..	..	..	..	..	..	..	48
ii	..	..	2	3	4	6	..	..	..	..	..	..	..	..	..	..	..	15
iii	..	..	..	6	3	8	4	4	1	..	1	..	..	..	..	..	..	27
iv	..	..	..	..	6	2	5	8	7	2	..	1	..	..	..	..	..	31
v	..	..	..	..	..	3	4	4	3	3	4	..	..	..	..	..	..	21
vi	..	..	..	..	..	..	3	2	6	3	4	..	..	..	..	..	..	18
vii	..	..	..	..	..	..	..	..	3	3	7	3	4	..	..	..	..	20
viii	..	..	..	..	..	..	..	..	1	..	4	5	2	3	..	..	..	15
ix	..	..	..	..	..	..	..	..	..	..	1	2	3	4	..	..	..	10
No. ea. age	8	9	17	18	17	22	16	18	21	11	21	11	9	7	..	..	..	205

Old Saybrook

i	..	6	10	7	2	..	1	..	..	..	..	..	..	..	..	..	..	26
ii	..	..	6	7	10	5	2	..	..	..	..	..	..	..	..	..	..	30
iii	..	..	..	2	9	10	6	..	..	..	..	..	..	..	..	..	..	27
iv	..	..	..	1	4	8	7	4	..	..	..	..	..	..	..	..	..	24
v	..	..	..	..	..	..	5	10	7	6	1	1	..	..	..	..	..	30
vi	..	..	..	..	..	..	1	2	7	6	3	..	..	..	..	..	..	19
vii	..	..	..	..	..	..	..	1	6	10	..	..	..	..	..	..	..	17
viii	..	..	..	..	..	..	..	..	..	1	3	2	1	1	..	..	..	8
ix	..	..	..	..	..	..	..	..	..	9	12	4	1	..	..	..	..	26
x	..	..	..	..	..	..	..	..	..	1	4	1	..	..	..	..	..	6
xi	..	..	..	..	..	..	..	..	..	..	..	1	4	4	1	..	..	10
No. ea. age	..	6	16	17	25	23	22	17	20	33	23	9	6	5	1	..	..	223

Orange

i	10	43	96	42	15	3	2	1	..	..	..	..	..	..	..	..	..	212
ii	..	1	21	69	25	13	6	3	..	..	..	..	..	..	..	..	..	138
iii	..	..	1	9	60	61	20	19	6	6	..	..	..	..	..	..	..	182
iv	..	..	..	1	16	47	82	42	14	10	2	..	..	..	..	..	..	214
v	..	..	..	..	2	5	39	33	36	25	5	..	..	..	..	..	..	145
vi	..	..	..	..	..	..	8	19	58	28	16	3	..	..	..	..	..	132
vii	..	..	..	..	..	..	..	2	19	37	24	15	3	..	..	..	..	100
viii	..	..	..	..	..	..	..	..	3	14	25	13	10	..	..	..	..	65
ix	..	..	..	..	..	..	..	..	1	7	11	6	5	2	..	..	..	32
x	..	..	..	..	..	..	..	..	..	4	7	4	4	..	..	..	..	19
xi	..	..	..	..	..	..	..	..	..	..	2	4	7	3	2	..	..	18
No. ea. age	10	44	118	121	118	129	157	119	137	127	87	46	26	13	3	2	..	1,257

Oxford

i	1	12	16	14	3	..	..	..	1	..	..	..	..	..	..	..	..	47
ii	..	..	2	5	6	2	4	1	..	..	..	..	..	..	..	..	..	20
iii	..	..	..	2	3	2	8	2	..	..	..	..	..	..	..	..	..	17
iv	..	..	..	..	5	7	4	3	1	1	1	..	..	..	..	..	..	22
v	..	..	..	..	..	3	6	5	3	4	1	..	..	..	..	..	..	22
vi	..	..	..	..	1	..	2	4	3	5	..	..	..	..	..	..	..	15
vii	..	..	..	..	..	..	..	5	5	1	2	1	..	..	..	..	..	14
viii	..	..	..	..	..	..	..	1	3	1	2	4	1	1	..	..	..	13
ix	..	..	..	..	..	..	..	..	..	1	..	..	1	..	..	..	..	2
No. ea. age	1	12	18	21	18	14	24	21	16	12	7	5	1	2	..	..	..	172

Plainfield

Ages 3-4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	7	26	52	54	39	0	11	8	1	2	..	1	..	..	..	..	..	210
ii	..	1	2	15	12	15	5	5	1	4	1	..	..	..	..	..	..	61
iii	..	..	2	10	21	23	14	11	4	3	1	..	..	..	..	..	..	89
iv	..	..	..	1	8	15	21	22	7	6	..	..	..	..	..	..	..	80
v	..	..	..	..	..	11	18	23	28	12	3	..	..	..	..	..	..	95
vi	..	..	..	..	..	2	4	9	11	12	1	1	..	..	..	..	..	40
vii	..	..	..	..	..	..	1	8	18	19	5	..	1	..	..	..	..	52
viii	..	..	..	..	..	..	..	1	6	8	9	1	1	..	..	..	..	26
ix	..	..	..	..	..	..	..	..	2	2	2	2	2	..	..	..	..	10
<i>No. ea. age 7</i>		27	56	80	80	75	74	87	78	68	22	5	4	..	..	..	..	663

Plainville

Kind'n	13	30	22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	65
i	..	..	13	21	11	4	..	..	..	..	..	..	..	..	..	..	..	49
ii	..	..	..	13	22	14	3	1	..	..	..	..	..	..	..	..	..	53
iii	..	..	..	..	8	12	16	9	1	..	..	..	..	..	..	..	..	46
iv	..	..	..	..	1	4	13	12	6	7	..	..	..	..	..	..	..	43
v	..	..	..	..	..	1	2	7	17	9	1	..	..	..	..	..	..	37
vi	..	..	..	..	..	..	..	1	2	7	5	1	..	..	..	..	..	16
vii	..	..	..	..	..	..	..	1	4	9	6	3	1	..	..	..	..	24
viii	..	..	..	..	..	..	..	..	3	6	6	..	..	..	..	..	..	15
ix	..	..	..	..	..	..	..	..	..	2	3	7	1	..	..	..	..	13
<i>No. ea. age 13</i>		30	35	34	42	35	34	31	33	40	21	11	2	..	..	..	..	361

Plymouth

Kind'n	26	39	9	6	1	..	..	..	..	..	..	..	..	..	..	..	..	81
i	..	5	11	13	2	4	3	..	..	..	..	..	..	..	..	..	..	38
ii	..	1	3	19	14	11	6	1	5	1	..	..	..	..	..	..	..	61
iii	..	..	1	15	15	10	3	4	..	1	1	..	..	..	..	..	..	50
iv	..	..	..	3	10	11	20	6	5	3	..	..	..	..	..	..	..	58
v	..	..	..	..	..	13	6	14	10	3	1	..	..	..	..	..	..	47
vi	..	..	..	..	..	1	7	13	17	11	6	..	..	..	..	..	..	55
vii	..	..	..	..	..	1	3	5	8	6	2	..	..	..	..	..	..	25
viii	..	..	..	..	..	..	..	1	8	10	6	2	1	..	..	..	..	28
ix	..	..	..	..	..	..	..	..	1	7	4	6	1	..	..	..	..	19
x	..	..	..	..	..	..	..	..	..	7	4	3	1	..	..	..	..	15
<i>No. ea. age 26</i>		45	24	56	42	51	48	44	54	42	27	12	5	1	..	..	..	477

Pomfret

i	2	9	19	10	5	1	..	..	..	..	..	..	..	..	..	..	..	46
ii	..	..	5	3	9	1	2	..	..	..	..	..	..	..	..	..	..	20
iii	..	..	1	14	17	9	4	3	1	1	..	..	..	..	..	..	..	50
iv	..	..	..	..	..	12	14	8	6	1	1	..	..	..	..	..	..	42
v	..	..	..	1	..	..	9	10	5	3	2	..	1	..	..	..	..	31
vi	..	..	..	..	..	..	1	4	7	3	2	1	..	..	..	..	..	18
vii	..	..	..	..	..	..	..	..	10	..	..	..	..	..	..	..	..	10
viii	..	..	..	..	..	..	..	..	..	3	..	..	..	..	..	..	..	3
<i>No. ea. age 2</i>		9	25	28	31	23	30	25	29	11	5	1	1	..	..	..	..	220

Portland

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	5	15	18	16	4	5	1	..	..	..	..	..	..	..	..	..	..	64
ii	..	..	5	21	35	14	6	1	..	..	1	..	..	..	..	..	..	83
iii	..	..	1	3	13	18	16	3	5	1	1	..	..	..	..	..	..	61
iv	..	..	..	..	3	15	20	22	8	7	1	..	..	..	..	..	..	76
v	..	..	..	..	..	2	11	18	23	10	3	..	..	..	..	..	..	67
vi	..	..	..	..	..	..	2	4	17	15	9	5	..	..	..	..	..	52
vii	..	..	..	..	..	..	..	1	3	13	5	1	1	..	..	..	..	24
viii	..	..	..	..	..	..	1	..	3	8	6	2	1	1	..	..	..	22
ix	..	..	..	..	..	..	..	..	..	6	14	7	3	..	1	..	..	31
x	..	..	..	..	..	..	..	..	..	..	1	6	1	2	1	..	..	11
xi	..	..	..	..	..	..	..	..	..	..	2	3	2	3	1	..	..	11
xii	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	1
<i>No. ea. age</i>	5	15	24	40	55	54	57	49	59	60	43	24	8	7	3	..	..	503

Preston

i	2	14	7	6	4	..	..	..	..	..	..	..	..	..	..	..	..	33
ii	..	..	2	7	6	3	..	..	..	..	1	..	..	..	..	..	..	19
iii	..	..	1	5	8	5	3	..	..	..	..	..	..	..	..	..	..	22
iv	..	..	..	1	3	5	3	..	3	1	..	..	..	..	..	..	..	16
v	..	..	..	..	4	8	3	1	2	1	1	..	..	..	..	..	..	20
vi	..	..	..	..	..	3	..	2	4	5	..	..	..	..	..	..	..	14
vii	..	..	..	..	..	5	2	8	13	3	1	..	..	..	..	..	..	32
viii	..	..	..	..	..	..	..	2	2	6	8	4	..	1	..	..	..	23
<i>No. ea. age</i>	2	14	10	10	25	29	11	13	24	16	11	4	..	1	..	..	..	179

Prospect

i	1	8	6	4	3	..	..	..	..	..	..	..	..	..	..	..	..	22
ii	..	..	..	3	3	2	..	..	..	..	..	..	..	..	..	..	..	8
iii	..	..	1	1	9	5	3	1	..	..	..	..	..	..	..	..	..	20
iv	..	..	..	..	2	4	5	5	4	3	1	..	..	..	..	..	..	24
v	..	..	..	..	..	..	..	..	4	5	..	..	..	..	..	..	..	9
vi	..	..	..	..	..	1	..	1	1	..	..	..	..	..	..	..	..	3
vii	..	..	..	..	..	..	..	..	1	..	2	1	..	..	..	..	..	4
viii	..	..	..	..	..	..	..	..	1	1	1	..	..	1	..	..	..	4
ix	..	..	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	2
<i>No. ea. age</i>	1	8	7	8	17	12	8	7	12	9	5	1	..	1	..	..	..	96

Putnam

i	5	33	35	12	8	2	..	..	..	..	..	..	..	..	..	..	..	95
ii	..	1	6	30	13	14	3	..	..	..	..	..	..	..	..	..	..	67
iii	..	..	4	17	28	15	9	1	1	..	..	..	..	..	..	..	..	75
iv	..	..	1	3	22	14	16	7	4	8	1	1	..	..	..	..	..	77
v	..	..	..	..	4	15	23	11	9	6	4	1	..	..	..	..	..	73
vi	..	..	..	..	1	3	12	21	16	10	5	..	..	..	..	..	..	68
vii	..	..	..	..	..	2	15	12	12	14	6	3	3	..	..	..	..	55
viii	..	..	..	..	..	..	1	1	7	20	8	2	2	..	..	..	..	41
ix	..	..	..	..	..	..	..	..	..	16	10	5	4	..	..	..	..	35
x	..	..	..	..	..	..	..	..	..	..	10	8	8	7	2	..	..	35
xi	..	..	..	..	..	..	..	..	..	..	2	3	3	4	..	..	..	12
xii	..	..	..	..	..	..	..	..	..	..	..	10	11	8	10	..	..	41
xiii	..	..	..	..	..	..	..	..	..	..	..	..	12	10	10	..	..	30
<i>No. ea. age</i>	5	34	46	62	76	63	66	56	49	74	46	33	43	29	22	..	..	704

Bedding

Grades	Ages 3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
i	3	10	10	3	..	..	..	..	..	..	..	..	..	..	..	..	..	26
ii	..	1	7	6	11	5	2	2	..	..	..	..	..	..	..	..	..	34
iii	..	..	1	5	7	8	2	1	..	..	..	..	..	..	..	..	..	25
iv	..	..	..	..	10	7	12	10	8	3	1	..	..	..	..	..	..	51
v	..	..	..	..	..	..	..	2	6	9	2	..	..	..	..	..	..	19
vi	..	..	..	..	..	..	..	2	..	1	3	1	..	..	..	..	..	7
vii	..	..	..	..	..	..	..	1	2	..	3	2	1	..	..	..	..	9
viii	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1
No. ca. age	3	11	18	14	28	20	16	18	17	13	9	4	1	..	..	..	..	172

Ridgefield

i	23	32	25	15	2	4	..	1	..	..	..	..	..	..	..	..	..	102
ii	..	2	6	11	18	5	1	..	1	..	..	..	..	..	..	..	..	44
iii	..	..	1	20	32	17	10	9	6	..	..	..	..	..	..	..	..	85
iv	..	..	..	1	5	14	13	14	12	3	2	..	..	..	..	..	..	64
v	..	..	..	..	1	..	13	15	13	3	2	..	..	..	..	..	..	47
vi	..	..	..	..	..	1	3	4	15	5	7	1	2	..	..	..	..	38
vii	..	..	..	..	..	..	1	3	7	15	9	8	3	..	..	..	..	46
viii	..	..	..	..	..	..	..	1	5	2	7	2	..	..	..	..	..	17
ix	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1
No. ca. age	23	34	32	37	58	41	41	47	59	28	27	12	5	..	..	..	..	444

Rocky Hill

i	2	11	17	5	1	1	..	..	..	..	..	..	..	..	..	..	..	37
ii	..	..	3	5	10	4	2	1	..	..	..	..	..	..	..	..	..	25
iii	..	..	..	1	7	10	6	4	1	..	..	..	..	..	..	..	..	29
iv	..	..	..	..	4	3	6	4	3	1	..	..	..	..	..	..	..	21
v	..	..	..	..	..	1	4	2	5	1	..	..	..	..	..	..	..	13
vi	..	..	..	..	..	..	5	8	4	2	..	1	..	..	..	..	..	20
vii	..	..	..	..	..	..	..	..	..	5	2	..	..	..	..	..	..	7
viii	..	..	..	..	..	..	..	..	2	4	2	2	2	..	..	..	..	12
No. ca. age	2	11	20	11	22	19	23	19	15	13	4	3	2	..	..	..	..	164

Roxbury

i	3	11	10	4	4	..	..	..	..	..	..	..	..	..	..	..	..	32
ii	..	4	10	4	3	..	..	..	1	..	..	..	..	..	..	..	..	22
iii	..	..	..	6	15	4	4	1	1	1	..	1	..	..	..	..	..	33
iv	..	..	..	1	7	7	11	1	2	..	..	..	..	..	..	..	..	29
v	..	..	..	..	..	7	6	10	3	3	1	1	..	..	..	..	..	30
vi	..	..	..	..	..	..	..	4	7	5	2	..	..	..	..	..	..	18
vii	..	..	..	..	..	..	2	1	1	1	..	..	..	..	..	..	..	5
viii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
ix	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	2
No. ca. age	3	15	20	15	29	18	23	17	16	12	3	1	..	..	..	..	..	172

Salem

i	..	..	1	..	2	..	..	..	..	..	..	..	..	..	..	..	..	3
ii	..	..	1	4	1	..	..	..	..	..	..	..	..	..	..	..	..	6
iii	..	..	..	3	3	5	5	3	3	..	..	..	..	..	..	..	..	22
iv	..	..	..	..	..	1	1	1	3	2	1	1	1	..	..	..	..	11
v	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	1
vi	..	..	..	..	..	..	..	2	3	2	1	..	..	..	..	..	..	8
vii	..	..	..	..	..	..	..	..	2	2	1	..	..	..	..	..	..	5
No. ca. age	..	..	2	7	6	6	6	7	11	6	3	1	1	..	..	..	..	56

Salisbury

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
Grades																		
Kind'n	7	12	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26
i	6	17	35	14	7	1	1	..	..	..	..	..	..	..	..	..	..	81
ii	9	5	7	16	16	7	1	..	..	1	..	..	..	..	..	..	..	62
iii	..	..	2	5	14	13	14	2	1	2	..	..	..	..	..	..	..	53
iv	..	..	1	..	13	9	8	6	4	3	1	..	..	..	..	..	..	45
v	..	..	..	..	7	5	13	16	15	6	2	1	..	..	..	..	..	65
vi	..	..	..	..	..	4	6	6	11	7	6	1	1	..	..	..	..	42
vii	..	..	..	..	..	..	1	3	5	9	5	1	3	..	..	..	..	27
viii	..	..	..	..	..	..	1	6	8	17	7	9	2	..	1	..	..	51
ix	..	..	..	..	..	..	..	..	..	..	9	5	5	2	..	..	..	21
x	..	..	..	..	..	..	..	..	..	..	..	1	3	1	1	..	..	6
No. ea. age	22	34	52	35	57	39	45	39	44	45	30	18	14	3	2	..	..	479

Saybrook

i	..	16	16	7	1	2	1	1	..	..	..	1	..	..	..	..	..	45
ii	..	..	7	10	5	3	..	..	1	..	..	..	..	..	..	..	..	26
iii	..	..	..	5	18	5	3	..	..	..	..	..	..	..	..	..	..	31
iv	..	..	1	1	11	9	..	3	..	1	..	..	..	..	..	..	..	26
v	..	..	..	..	..	6	6	5	1	3	..	..	..	..	..	..	..	21
vi	..	..	..	1	..	1	5	8	3	3	..	..	..	..	..	..	..	21
vii	..	..	..	..	..	..	3	8	6	4	1	..	..	..	..	..	..	22
viii	..	..	..	..	..	..	..	1	7	12	2	1	..	..	..	..	..	23
ix	..	..	..	..	..	..	..	..	2	9	6	1	..	..	..	..	..	18
x	..	..	..	..	..	..	..	..	..	2	11	5	1	..	..	..	..	21
xi	..	..	..	..	..	..	..	..	..	..	6	6	3	2	..	..	..	17
xii	..	..	..	..	..	..	..	..	..	..	..	1	3	5	..	..	..	9
No. ea. age	..	16	24	24	35	26	18	26	20	34	17	21	11	8	..	..	..	280

Scotland

i	..	3	6	2	..	..	..	..	..	..	..	..	..	..	..	..	..	11
ii	..	..	1	2	1	..	1	..	..	..	..	..	..	..	..	..	..	5
iii	..	..	..	2	4	2	2	..	..	..	..	..	..	..	..	..	..	10
iv	..	..	..	1	2	4	1	1	2	1	..	..	..	..	..	..	..	12
v	..	..	..	..	..	1	3	2	..	2	..	..	..	..	..	..	..	8
vi	..	..	..	..	..	1	4	4	3	2	..	..	..	..	..	..	..	14
vii	..	..	..	..	..	..	..	1	4	3	..	2	..	..	..	..	..	10
viii	..	..	..	..	..	..	..	..	1	2	3	2	..	..	..	..	..	8
No. ea. age	..	3	7	7	7	8	11	8	10	10	3	4	..	..	..	..	..	78

Seymour

i	15	46	64	45	22	..	..	1	..	1	..	..	..	..	..	..	..	194
ii	..	..	14	34	19	10	4	1	..	1	1	..	..	..	..	..	..	84
iii	..	..	..	8	22	30	17	2	4	..	..	..	..	..	..	..	..	83
iv	..	..	..	3	12	20	18	8	5	2	..	..	..	..	..	..	..	68
v	..	..	..	..	2	19	15	19	7	8	..	..	..	..	..	..	..	70
vi	..	..	..	..	..	..	3	19	16	12	4	..	..	..	..	..	..	54
vii	..	..	..	..	..	..	2	14	16	15	3	..	..	..	..	..	..	50
viii	..	..	..	..	..	..	..	2	6	17	11	..	..	..	..	..	..	36
ix	..	..	..	..	..	..	..	..	2	6	6	6	5	..	..	..	..	25
x	..	..	..	..	..	..	..	..	..	..	3	8	1	1	1	..	..	14
xi	..	..	..	..	..	..	..	..	..	..	..	3	3	2	..	..	..	8
xii	..	..	..	..	..	..	..	..	..	..	..	1	4	3	4	1	..	13
No. ea. age	15	46	78	90	77	79	59	66	56	62	28	18	13	6	5	1	..	699

AGE OF CHILDREN BY GRADES

221

Sharon

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	2	13	27	6	3	..	1	1	1	..	..	..	..	..	..	..	..	54
ii	..	..	9	24	7	3	2	1	..	..	..	..	..	..	..	..	..	46
iii	..	..	3	1	13	7	8	1	2	3	..	..	..	..	..	..	..	38
iv	..	..	..	..	9	15	10	4	5	3	1	..	..	..	..	..	..	47
v	..	..	..	..	..	..	7	27	8	3	3	..	..	..	..	..	..	48
vi	..	..	..	..	..	2	3	2	7	8	..	..	..	..	..	..	..	22
vii	..	..	..	..	..	..	1	4	11	4	5	2	..	..	..	..	..	27
viii	..	..	..	..	..	..	..	..	..	8	5	..	..	1	..	..	..	14
ix	..	..	..	..	..	..	..	..	2	6	5	..	1	..	..	..	..	14
x	..	..	..	..	..	..	..	..	..	1	1	..	3	..	..	..	..	5
xi	..	..	..	..	..	..	..	..	..	..	2	2	..	1	1	1	..	7
xii	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	2
<i>No. ea. age</i>	2	13	39	31	32	27	32	40	36	36	22	5	5	2	1	1	..	324

Sherman

i	2	5	9	6	1	1	..	..	..	..	..	..	..	..	..	..	..	24
ii	..	..	1	3	4	..	..	..	..	..	..	..	..	..	..	..	..	8
iii	..	..	1	..	3	3	2	1	2	..	..	..	..	..	..	..	..	12
iv	..	..	..	2	6	..	6	2	2	1	1	..	..	..	..	..	..	20
v	..	..	..	2	1	1	1	7	3	3	1	1	..	..	..	..	..	20
vi	..	..	..	..	..	1	1	2	2	1	1	..	..	..	..	..	..	8
vii	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1
viii	..	..	..	..	..	..	1	..	2	1	2	..	1	1	..	..	..	8
ix	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	2
x	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
<i>No. ea. age</i>	2	5	11	11	16	6	11	6	15	6	7	4	3	1	..	..	..	104

Simsbury

i	4	19	18	10	6	2	1	..	1	..	..	..	..	..	..	..	..	61
ii	..	..	7	14	9	4	1	1	..	..	..	..	..	..	..	..	..	33
iii	..	..	1	4	15	9	2	..	2	..	..	..	..	..	..	..	..	39
iv	..	..	..	4	7	18	3	3	2	1	1	..	..	..	..	..	..	36
v	..	..	..	..	2	4	4	6	9	1	..	..	..	..	..	..	..	26
vi	..	..	..	..	3	9	14	10	4	..	2	..	..	..	..	..	..	42
vii	..	..	..	..	..	1	2	10	9	5	2	..	..	..	..	..	..	29
viii	..	..	..	..	..	..	..	4	12	8	6	5	..	..	..	..	..	35
ix	..	..	..	..	..	..	..	1	1	2	4	3	..	1	..	..	..	12
<i>No. ea. age</i>	4	19	26	32	42	47	27	35	40	17	15	8	..	1	..	..	..	313

Somers

i	1	15	17	7	3	1	..	..	..	..	..	..	..	..	..	..	..	44
ii	..	1	9	13	7	4	3	2	..	..	1	..	..	..	..	..	..	40
iii	..	..	1	4	15	12	6	4	4	2	..	..	..	..	..	..	..	48
iv	..	..	..	..	4	11	12	5	4	2	1	1	..	..	..	..	..	40
v	..	..	..	..	1	2	11	5	4	4	..	..	..	..	..	..	..	27
vi	..	..	..	..	..	1	2	9	4	4	..	..	..	..	..	..	..	20
vii	..	..	..	..	..	..	3	2	6	3	7	..	..	..	..	..	..	21
viii	..	..	..	..	..	..	..	1	5	3	2	..	..	..	..	..	..	11
ix	..	..	..	..	..	..	..	1	1	2	..	2	1	..	..	..	..	7
x	..	..	..	..	..	..	..	..	2	3	2	1	4	..	..	..	..	12
xi	..	..	..	..	..	..	..	..	..	2	4	..	2	..	..	..	..	..
<i>No. ea. age</i>	1	16	27	24	30	31	37	29	30	23	15	8	5	2	..	..	..	27

Southbury

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	2	3	13	5	9	2	2	..	..	..	..	..	..	..	..	..	..	36
ii	..	2	3	6	3	2	2	..	..	..	..	..	..	..	..	..	..	18
iii	..	..	2	4	2	5	..	1	..	1	..	..	..	..	..	..	..	15
iv	..	..	..	..	2	4	8	4	7	2	..	..	..	..	..	..	..	27
v	..	..	..	1	..	1	5	..	6	1	1	..	..	..	..	..	..	15
vi	..	..	..	..	..	..	5	5	6	4	5	1	..	..	..	..	..	26
vii	..	..	..	..	..	..	..	..	2	2	3	..	..	..	..	..	..	7
<i>No. ea. age</i>	2	5	18	16	16	14	22	10	21	10	9	1	..	..	..	..	..	144

Southington

i	..	73	73	45	19	12	3	2	2	4	..	..	..	..	..	..	..	233
ii	..	..	11	48	44	21	3	6	..	2	1	..	..	..	..	..	..	136
iii	..	..	..	11	33	30	17	6	3	4	..	..	..	..	..	..	..	104
iv	..	..	..	3	12	33	23	13	8	6	2	..	..	..	..	..	..	100
v	..	..	..	..	1	13	39	25	15	13	..	1	..	..	..	..	..	107
vi	..	..	..	..	..	3	16	24	20	19	6	..	..	..	..	..	..	88
vii	..	..	..	..	..	..	1	16	18	24	8	..	..	..	..	..	..	67
viii	..	..	..	..	..	..	..	6	18	23	15	9	2	..	..	..	..	73
ix	..	..	..	..	..	..	..	..	2	13	23	25	9	..	..	..	..	72
x	..	..	..	..	..	..	..	..	..	1	7	13	13	3	1	..	..	38
xi	..	..	..	..	..	..	..	..	..	..	1	5	5	2	1	..	..	14
xii	..	..	..	..	..	..	..	..	..	..	1	..	4	8	4	1	..	18
<i>No. ea. age</i>	..	73	84	107	109	112	102	98	86	109	64	53	33	13	6	1	..	1,050

South Windsor

i	3	8	14	8	1	..	..	..	..	..	..	..	..	..	..	..	..	34
ii	..	2	12	5	4	1	2	..	..	..	..	..	..	..	..	..	..	26
iii	..	1	1	4	7	9	5	1	..	..	..	..	..	..	..	..	..	28
iv	..	..	..	3	5	4	2	1	..	2	..	..	..	..	..	..	..	17
v	..	..	..	..	4	5	5	6	6	3	2	..	..	..	..	..	..	31
vi	..	..	..	..	..	3	6	9	2	1	..	..	..	..	..	..	..	21
vii	..	..	..	..	..	3	1	6	4	10	1	..	..	..	..	..	..	25
viii	..	..	..	..	..	..	..	..	2	3	4	1	..	..	..	..	..	10
ix	..	..	..	..	..	..	..	1	1	5	3	2	1	1	..	..	..	14
x	..	..	..	..	..	..	..	..	1	2	3	5	3	1	..	..	..	15
xi	..	..	..	..	..	..	..	..	1	..	1	3	5	..	..	..	..	10
xii	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	2
<i>No. ea. age</i>	3	11	27	20	21	25	21	24	17	26	14	12	10	2	..	..	..	233

Sprague

i	9	16	25	10	5	1	1	..	..	..	..	..	..	..	..	..	..	67
ii	..	3	8	4	15	7	2	..	..	3	..	..	..	..	..	..	..	42
iii	..	..	..	4	5	7	7	6	1	2	..	..	..	..	..	..	..	32
iv	..	..	..	..	5	7	7	9	8	2	2	..	..	..	..	..	..	40
v	..	..	..	..	..	2	5	9	7	5	1	..	..	..	..	..	..	29
vi	..	..	..	..	..	1	1	3	7	2	..	..	..	..	..	..	..	14
vii	..	..	..	..	..	..	..	7	8	6	2	1	..	..	..	..	..	24
viii	..	..	..	..	..	..	..	..	..	7	3	..	..	..	..	..	..	10
ix	..	..	..	..	..	..	..	..	..	1	..	1	..	..	..	..	..	2
x	..	..	..	..	..	..	..	..	..	1	..	1	..	..	..	..	..	2
<i>No. ea. age</i>	9	19	33	18	30	25	23	34	31	29	8	3	..	..	..	..	..	262

Stafford

Ages		2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
Grades																			
Kind'n	21	21	3	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	50
i	2	8	36	22	8	3	1	..	1	..	..	..	..	..	..	..	..	..	81
ii	..	..	3	19	26	11	2	1	..	1	..	..	..	..	..	..	..	..	63
iii	..	..	..	7	9	17	9	8	1	1	..	..	..	..	..	..	..	..	52
iv	..	..	..	1	5	7	15	15	1	5	1	..	..	..	..	..	..	..	50
v	..	..	..	..	1	5	23	13	4	10	3	..	..	..	..	..	..	..	59
vi	..	..	..	..	1	2	9	16	21	12	3	1	..	..	..	..	..	..	65
vii	..	..	..	..	..	..	5	12	17	8	5	..	..	..	..	..	..	..	47
viii	..	..	..	..	..	..	..	2	11	14	10	4	..	..	..	..	..	..	42
ix	..	..	..	..	..	..	..	..	1	8	3	1	1	1	1	..	..	..	15
x	..	..	..	..	..	..	..	..	..	1	5	8	4	17	..	..	..	..	35
xi	..	..	..	..	..	..	..	..	..	..	1	2	2	2	2	..	..	..	7
xii	..	..	..	..	..	..	..	..	..	..	..	1	1	5	1	1	..	..	8
xiii	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	5	3	..	10
No. ea. age		23	29	42	54	50	45	64	67	57	60	31	17	9	26	6	3	..	583

Stamford

Kind'n	42	81	50	27	9	4	5	1	1	1	..	1	..	..	..	..	..	..	222
i	18	95	178	166	86	12	10	2	1	3	1	..	..	..	..	..	..	..	572
ii	..	3	30	122	121	111	52	23	12	4	2	1	..	..	..	..	..	..	481
iii	..	..	..	16	70	135	91	72	21	11	6	2	..	..	..	..	..	..	424
iv	..	..	..	2	17	68	110	80	66	40	12	2	..	..	..	..	..	..	397
v	..	..	..	..	1	13	52	90	100	80	38	11	1	2	..	..	..	..	388
vi	..	..	..	..	..	7	24	74	79	30	26	6	..	1	..	..	..	..	247
vii	..	..	..	..	..	..	16	28	51	58	37	8	..	..	..	..	..	..	198
viii	..	..	..	..	..	..	..	8	23	36	33	10	1	..	..	..	..	..	111
ix	..	..	..	..	..	..	..	4	9	31	28	25	6	3	..	..	..	..	106
x	..	..	..	..	..	..	..	..	2	14	22	24	16	2	2	..	..	..	82
xi	..	..	..	..	..	..	..	..	..	5	8	18	18	9	5	..	..	..	63
xii	..	..	..	..	..	..	..	..	..	..	1	6	17	21	6	..	..	..	51
xiii	..	..	..	..	..	..	..	..	..	..	..	1	3	7	6	7	..	..	24
No. ea. age		60	179	258	333	304	343	327	308	315	303	233	173	101	67	42	20	..	3,366

Sterling

i	9	15	3	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	31
ii	1	2	22	5	6	3	1	1	..	..	..	..	..	..	..	..	..	..	41
iii	..	..	1	11	2	2	2	1	..	..	..	..	..	..	..	..	..	..	19
iv	..	..	..	3	12	2	6	..	3	1	..	..	..	..	..	..	..	..	27
v	..	..	..	1	..	14	5	3	..	..	..	..	..	..	..	..	..	..	23
vi	..	..	..	..	..	2	10	7	7	3	1	..	..	..	..	..	..	..	30
vii	..	..	..	..	..	..	..	7	1	5	1	..	..	..	..	..	..	..	14
viii	..	..	..	..	..	..	..	..	10	..	..	..	..	..	..	..	..	..	10
ix	..	..	..	..	..	..	..	..	..	4	2	..	..	..	..	..	..	..	6
No. ea. age		10	17	26	22	23	24	19	21	13	4	..	..	..	..	..	..	..	201

Stonington

i	28	76	65	61	29	8	4	5	2	..	..	..	..	..	..	..	..	..	278
ii	..	3	17	60	48	32	18	6	8	1	1	..	..	..	..	..	..	..	194
iii	..	..	..	9	30	38	27	7	6	2	2	..	..	..	..	..	..	..	121
iv	..	..	..	3	11	30	40	28	10	7	3	..	..	..	..	..	..	..	132
v	..	..	1	..	3	14	34	31	17	9	2	..	..	..	..	..	..	..	111
vi	..	..	..	..	..	1	12	29	26	13	5	1	..	..	..	..	..	..	87
vii	..	..	..	..	..	1	7	12	34	40	16	4	2	..	..	..	..	..	116
viii	..	..	..	..	..	..	..	3	16	24	19	4	5	..	..	..	..	..	71
ix	..	..	..	..	..	..	..	..	..	20	16	6	9	1	..	..	..	..	52
x	..	..	..	..	..	..	..	..	..	2	15	15	11	3	1	..	..	..	47
xi	..	..	..	..	..	..	..	..	..	1	4	3	6	..	4	1	..	..	19
xii	..	..	..	..	..	..	..	..	..	1	1	2	5	9	1	..	..	..	19
No. ea. age		28	79	83	133	121	124	142	121	119	120	84	35	38	13	6	1	..	1,247

Stratford

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	..	53	68	34	14	3	1	..	..	..	..	..	..	..	..	..	..	173
ii	..	1	10	30	21	15	7	5	1	..	..	..	..	..	..	..	..	90
iii	..	..	..	8	27	27	19	10	5	1	..	..	..	..	..	..	..	97
iv	..	..	..	1	14	31	24	22	19	16	1	1	..	..	..	..	..	129
v	..	..	..	..	..	4	11	26	12	16	3	2	..	..	..	..	..	74
vi	..	..	..	..	..	2	3	16	11	16	9	2	1	..	..	..	..	60
vii	..	..	..	..	..	..	1	6	5	22	13	2	..	..	..	..	..	49
viii	..	..	..	..	..	..	..	..	7	12	6	7	1	..	..	..	..	33
ix	..	..	..	..	..	..	..	..	..	1	5	1	6	2	..	..	..	15
x	..	..	..	..	..	..	..	..	..	..	..	1	5	1	..	..	..	7
xi	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	1	..	3
<i>No. ea. age</i>	..	54	78	73	76	82	66	85	60	84	37	18	13	3	..	1	..	730

Suffield

i	9	37	34	6	4	2	3	4	..	1	..	..	..	..	..	..	..	100
ii	1	3	29	15	5	4	1	2	..	..	..	..	..	..	..	..	..	60
iii	..	1	5	14	12	8	1	1	1	..	..	..	..	..	..	..	..	43
iv	..	..	..	7	21	16	5	1	2	2	..	..	..	..	..	..	..	54
v	..	..	..	2	7	8	10	7	4	..	1	..	..	..	..	..	..	39
vi	..	..	..	..	..	14	11	6	8	3	3	1	..	..	..	..	..	46
vii	..	..	..	..	..	3	10	9	12	5	2	1	..	..	..	..	..	42
viii	..	..	..	..	..	1	5	10	15	8	4	4	2	..	..	..	..	49
ix	..	..	..	..	..	2	2	5	8	13	5	2	1	1	..	..	..	39
x	..	..	..	..	..	..	..	..	11	7	23	10	1	2	..	..	..	54
<i>No. ea. age</i>	10	41	68	44	49	58	48	45	61	39	38	18	4	3	..	..	..	526

Thomaston

i	2	21	37	19	4	3	..	..	1	..	..	..	..	..	..	..	..	87
ii	..	..	16	24	11	3	1	1	..	..	..	..	..	..	..	..	..	56
iii	..	..	..	16	26	15	3	2	5	1	..	..	..	..	..	..	..	68
iv	..	..	1	..	10	27	20	10	4	4	..	..	..	..	..	..	..	76
v	..	..	..	..	..	..	18	27	15	8	1	1	..	..	..	..	..	70
vi	..	..	..	..	..	..	6	11	18	13	6	2	..	..	..	..	..	56
vii	..	..	..	..	..	..	1	2	13	15	9	1	..	..	..	..	..	41
viii	..	..	..	..	..	..	..	..	3	15	8	6	1	..	..	..	..	33
ix	..	..	..	..	..	..	..	..	..	2	4	7	1	..	..	..	..	14
x	..	..	..	..	..	..	..	..	..	..	..	6	2	2	..	..	..	10
xi	..	..	..	..	..	..	..	..	..	..	..	1	2	8	..	..	..	11
xii	..	..	..	..	..	..	..	..	..	..	..	..	..	1	2	1	..	4
<i>No. ea. age</i>	2	21	54	59	51	48	49	53	59	58	28	24	6	11	2	1	..	526

Thompson

i	..	17	41	43	30	8	3	4	1	2	2	..	..	..	..	..	..	151
ii	..	..	11	22	23	13	6	5	4	..	..	..	..	..	..	..	..	84
iii	..	..	2	10	16	12	10	6	3	4	..	..	..	..	..	..	..	63
iv	..	..	..	3	9	20	16	6	6	4	1	..	..	..	..	..	..	65
v	..	..	..	..	..	9	15	22	14	4	3	..	..	..	..	..	..	67
vi	..	..	..	..	..	3	14	12	15	17	1	2	..	..	..	..	..	64
vii	..	..	..	..	..	..	2	5	12	7	2	1	..	..	..	..	..	36
viii	..	..	..	..	..	..	..	2	3	13	6	2	..	..	..	..	..	26
ix	..	..	..	..	..	..	..	..	1	4	2	1	..	..	..	..	..	8
<i>No. ea. age</i>	..	17	54	78	78	63	66	62	59	55	22	7	1	..	..	..	..	564

AGE OF CHILDREN BY GRADES

225

Tolland

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	4	10	9	6	..	..	..	..	..	..	..	..	..	..	..	..	..	29
ii	..	4	7	6	8	5	..	..	..	..	..	..	..	..	..	..	..	30
iii	..	..	1	3	7	5	3	..	..	1	..	..	..	..	..	..	..	20
iv	..	..	..	2	3	15	11	1	2	..	..	1	..	..	..	..	..	35
v	..	..	..	..	3	7	6	3	3	3	..	..	..	..	..	..	..	25
vi	..	..	..	..	..	..	..	5	10	1	1	..	..	..	..	..	..	17
vii	..	..	..	..	..	..	2	4	2	10	3	3	..	..	..	..	..	24
viii	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	8
ix	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	2
No. ea. age	4	14	17	17	21	32	22	13	18	17	5	4	..	..	..	..	..	184

Torrington

i	9	129	178	106	51	14	7	1	..	..	2	..	..	..	..	..	..	497
ii	..	1	11	47	59	29	11	7	4	3	..	..	..	..	..	..	..	172
iii	..	..	1	18	55	58	35	16	9	..	..	..	..	..	..	..	..	192
iv	..	..	..	1	19	48	47	29	15	9	2	..	..	..	..	..	..	170
v	..	..	..	..	1	21	45	51	32	25	3	..	..	..	..	..	..	176
vi	..	..	..	..	1	1	15	29	45	29	7	1	..	..	..	..	..	128
vii	..	..	..	..	..	..	2	10	28	35	18	3	1	1	..	..	..	98
viii	..	..	..	..	..	..	..	1	13	25	29	9	1	..	..	..	..	78
ix	..	..	..	..	..	..	..	..	1	6	17	23	13	2	..	..	..	62
x	..	..	..	..	..	..	..	..	..	..	3	10	10	6	2	..	..	31
xi	..	..	..	..	..	..	..	..	..	..	3	10	8	2	1	..	..	24
xii	..	..	..	..	..	..	..	..	..	..	..	3	5	12	4	..	..	24
xiii	..	..	..	..	..	..	..	..	..	..	1	..	5	5	8	..	..	19
No. ea. age	9	130	190	172	186	171	162	144	147	132	81	50	38	27	21	13	..	1,673

Trumbull

i	..	15	12	7	1	1	..	..	..	..	..	..	..	..	..	..	..	36
ii	..	2	4	11	8	6	3	1	..	..	..	..	..	..	..	..	..	35
iii	..	1	..	14	4	10	6	3	1	1	..	..	..	..	..	..	..	40
iv	..	..	..	1	5	6	7	4	6	..	..	..	..	..	..	..	..	29
v	..	..	..	..	1	3	8	7	5	3	1	..	..	..	..	..	..	28
vi	..	..	..	..	..	..	3	3	7	6	4	..	..	..	..	..	..	23
vii	..	..	..	..	..	..	1	1	5	6	7	6	..	..	..	..	..	26
viii	..	..	..	..	..	..	..	..	1	2	2	5	..	1	..	..	..	11
ix	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
No. ea. age	..	18	16	33	19	26	28	19	25	18	15	11	..	1	..	..	..	229

Union

i	1	2	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
ii	..	..	..	5	2	3	..	..	..	..	..	..	..	..	..	..	..	10
iii	..	..	..	..	..	1	2	4	3	..	..	..	..	..	..	..	..	10
iv	..	..	..	..	1	2	..	..	..	1	..	..	..	..	..	..	..	4
v	..	..	..	..	2	5	6	4	1	..	..	..	..	..	..	..	..	18
vi	..	..	..	..	..	..	1	1	..	3	2	..	..	..	..	..	..	7
vii	..	..	..	..	..	..	..	3	2	2	3	..	..	..	..	..	..	10
viii	..	..	..	..	..	..	..	..	1	2	1	..	..	..	..	..	..	4
ix	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
No. ea. age	1	2	4	5	5	11	9	12	7	8	6	1	..	..	..	..	..	71

Vernon

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	4	65	71	39	13	4	2	..	..	1	..	..	..	..	..	..	..	199
ii	..	2	37	39	32	22	8	3	2	2	..	..	..	..	..	..	..	147
iii	..	..	6	24	33	30	30	11	2	..	..	..	..	..	..	..	..	136
iv	..	..	1	12	29	31	18	18	8	3	..	..	..	..	..	..	..	120
v	..	..	..	1	13	24	19	20	9	10	1	1	..	..	..	..	..	98
vi	..	..	..	..	5	17	17	28	19	19	4	1	..	..	..	..	..	110
vii	..	..	..	..	..	4	16	21	16	15	3	1	..	..	..	..	..	76
viii	..	..	..	..	..	..	6	13	23	8	12	2	..	..	..	..	..	64
ix	..	..	..	..	..	..	..	2	16	19	13	3	..	..	..	..	..	53
x	..	..	..	..	..	..	..	1	16	50	31	11	2	3	..	..	..	114
xi	..	..	..	..	..	..	..	..	1	4	12	19	9	1	1	..	..	47
xii	..	..	..	..	..	..	..	..	..	..	3	7	15	8	1	1	..	35
xiii	..	..	..	..	..	..	..	..	..	..	..	2	6	13	10	..	..	31
<i>No. ea. age</i>	4	67	115	115	125	132	116	117	112	131	79	47	32	25	12	1	..	1,230

Voluntown

i	2	11	5	6	1	3	..	..	..	1	..	..	..	..	..	..	..	29
ii	..	..	3	8	3	1	1	..	1	..	..	..	..	..	..	..	..	17
iii	..	..	..	5	7	2	5	..	1	1	..	..	..	..	..	..	..	21
iv	..	..	..	..	6	4	4	1	1	..	..	..	..	..	..	..	..	16
v	..	..	..	..	1	9	5	4	3	2	..	..	..	..	..	..	..	24
vi	..	..	..	..	..	..	5	4	1	7	1	1	..	..	..	..	..	19
vii	..	..	..	..	..	..	..	3	2	3	2	..	..	..	..	..	..	10
<i>No. ea. age</i>	2	11	8	19	18	19	20	12	9	14	3	1	..	..	..	..	..	136

Wallingford

Kindg'n	112	77	8	7	3	2	..	..	..	..	..	..	..	..	..	..	..	209
i	4	85	104	66	21	14	1	2	..	..	..	..	..	..	..	..	..	297
ii	..	3	28	31	48	31	13	4	2	..	..	..	..	..	..	..	..	160
iii	..	..	1	16	51	49	24	8	7	4	1	..	..	..	..	..	..	161
iv	..	..	..	..	22	44	36	23	12	5	..	..	..	..	..	..	..	142
v	..	..	..	..	1	13	30	39	43	18	6	..	..	..	..	..	..	150
vi	..	..	..	..	..	2	11	26	29	16	9	2	1	..	..	..	..	96
vii	..	..	..	..	..	..	..	..	10	6	2	2	..	..	..	..	..	20
viii	..	..	..	..	..	..	..	2	9	13	12	8	1	..	..	..	..	45
ix	..	..	..	..	..	..	..	..	..	9	8	3	1	..	..	..	..	21
<i>No. ea. age</i>	116	165	141	120	146	155	115	104	112	71	38	15	3	..	..	..	..	1,301

Warren

i	4	6	2	4	1	..	..	..	..	..	..	..	..	..	..	..	..	17
ii	..	..	2	2	1	1	1	..	..	1	..	..	..	..	..	..	..	8
iii	..	..	..	5	..	1	2	..	3	1	1	..	..	..	..	..	..	13
iv	..	..	..	..	..	5	1	2	1	1	1	..	..	..	..	..	..	11
v	..	..	..	..	..	1	1	3	1	..	1	..	..	..	..	..	..	7
vi	..	..	..	..	..	..	1	..	1	5	..	..	1	..	..	..	..	8
vii	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1
viii	..	..	..	..	..	..	..	..	1	..	..	1	1	..	..	..	..	3
<i>No. ea. age</i>	4	6	4	11	2	8	6	5	7	8	4	1	2	..	..	..	..	68

Washington

Grades	Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
i	4	18	20	19	7	3	1	2	..	..	..	..	..	..	..	..	..	..	74
ii	..	..	4	10	14	5	2	1	..	..	..	..	..	..	..	..	..	..	36
iii	..	..	..	1	8	18	9	5	3	1	1	..	..	..	..	..	..	..	46
iv	..	..	..	..	4	3	8	12	4	2	2	1	..	..	..	..	..	..	36
v	..	..	..	..	2	2	8	9	5	6	3	1	..	1	..	..	..	..	37
vi	..	..	..	..	..	..	2	3	9	10	5	2	..	..	..	..	..	..	31
vii	..	..	..	..	..	..	..	2	1	6	7	5	1	..	..	..	..	..	22
viii	..	..	..	..	..	..	..	..	2	1	..	5	..	..	..	..	..	..	8
No. ea. age	4	18	24	30	35	31	30	34	24	26	18	14	1	1	..	..	..	..	290

Waterbury

i	4	259	551	401	220	68	42	17	7	8	3	..	..	..	..	..	..	..	1,580
ii	..	10	100	307	347	216	102	38	22	14	2	..	..	..	..	..	..	..	1,158
iii	..	..	8	75	303	260	221	98	62	30	4	4	..	..	..	..	..	..	1,065
iv	..	..	..	12	49	173	219	190	110	70	17	2	..	..	..	..	..	..	842
v	..	..	..	..	7	53	147	224	155	183	26	2	1	..	..	..	..	..	798
vi	..	..	..	..	4	15	64	156	193	158	56	8	..	..	..	..	..	..	654
vii	..	..	..	..	..	..	10	56	133	185	85	21	5	1	..	..	..	..	496
viii	..	..	..	..	..	..	1	11	54	119	108	36	10	..	..	..	..	..	339
ix	..	..	..	..	..	..	..	1	5	37	56	37	16	5	..	..	..	..	157
x	..	..	..	..	..	..	..	..	4	23	73	45	23	..	..	..	..	..	168
xi	..	..	..	..	..	..	..	..	..	7	23	35	44	..	..	..	..	..	109
xii	..	..	..	..	..	..	..	..	..	..	..	33	40	38	19	..	..	..	130
xiii	..	..	..	..	..	..	..	..	..	..	..	3	9	30	30	11	..	..	83
No. ea. age	4	269	659	795	930	785	806	791	745	834	453	226	148	74	49	11	..	..	7,579

Waterford

i	11	21	15	32	14	3	1	..	..	..	..	..	..	..	..	..	..	..	97
ii	..	2	5	17	16	5	7	4	1	1	..	..	..	..	..	..	..	..	58
iii	..	..	2	6	10	17	10	5	4	3	..	..	..	..	..	..	..	..	57
iv	..	..	..	2	15	20	16	14	3	3	1	..	..	..	..	..	..	..	74
v	..	..	..	..	1	3	10	12	15	13	3	..	..	..	..	..	..	..	57
vi	..	..	..	..	..	..	2	1	7	5	5	2	..	..	..	..	..	..	22
vii	..	..	..	..	..	..	..	..	1	1	1	..	..	..	..	..	..	..	3
viii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	1
No. ea. age	11	23	22	57	56	48	46	36	31	27	10	2	..	..	..	..	..	..	369

Watertown

i	3	30	45	35	12	8	4	4	1	..	..	..	..	..	..	..	..	..	142
ii	..	..	8	18	19	27	7	2	2	2	..	..	..	..	..	..	..	..	85
iii	..	..	2	1	16	19	3	7	2	1	..	..	..	..	..	..	..	..	52
iv	..	..	..	4	7	7	12	18	6	2	..	..	..	..	..	..	..	..	56
v	..	..	..	1	1	7	13	18	17	12	4	1	1	..	..	..	..	..	75
vi	..	..	..	..	..	1	..	9	18	6	2	1	1	..	..	..	..	..	38
vii	..	..	..	..	..	..	1	5	9	10	6	3	..	..	..	..	..	..	34
viii	..	..	..	..	..	..	..	..	2	6	4	3	4	..	..	..	..	..	19
ix	..	..	..	..	..	..	..	..	1	..	1	8	4	..	..	..	..	..	14
x	..	..	..	..	..	..	..	..	..	..	5	5	4	2	..	..	..	..	16
xi	..	..	..	..	..	..	..	..	..	..	..	1	..	3	1	..	..	..	5
No. ea. age	3	30	55	59	40	66	56	59	63	40	23	22	14	5	1	..	..	..	536

Westbrook

Ages	3-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	6	9	10	2	2	..	..	..	..	..	..	..	..	..	..	..	..	29
ii	..	3	1	2	6	..	..	..	..	..	..	..	..	..	..	..	..	12
iii	..	..	1	2	8	6	7	1	2	1	..	..	..	..	..	..	..	28
iv	..	..	..	..	..	1	2	3	6	3	..	1	..	..	..	..	..	16
v	..	..	..	1	2	3	..	5	3	2	1	1	..	..	..	..	..	18
vi	..	..	..	..	..	2	5	3	5	..	..	..	..	..	..	..	..	15
vii	..	..	..	..	..	..	..	..	2	..	3	..	..	..	..	..	..	5
viii	..	..	..	..	..	..	..	..	1	1	..	..	1	..	..	..	..	3
<i>No. ea. age</i>	6	12	12	7	18	12	14	12	19	7	4	2	1	..	..	..	..	126

West Hartford

<i>Kindg'n</i>	36	40	28	2	..	..	..	..	..	..	..	..	..	..	..	..	..	106
i	..	2	27	20	4	..	..	..	..	..	..	..	..	..	..	..	..	53
ii	..	..	7	22	18	3	3	..	..	..	..	..	..	..	..	..	..	53
iii	..	..	1	9	23	16	5	..	1	..	..	..	..	..	..	..	..	55
iv	..	..	..	..	9	26	19	8	3	5	..	..	..	..	..	..	..	70
v	..	..	..	..	..	8	21	19	7	2	3	..	..	..	..	..	..	60
vi	..	..	..	..	..	..	4	10	4	6	..	..	..	..	..	..	..	24
vii	..	..	..	..	..	..	3	4	8	7	4	..	..	..	..	..	..	26
viii	..	..	..	..	..	..	3	3	13	12	13	5	..	1	..	..	..	50
ix	..	..	..	..	..	..	..	..	2	2	5	4	1	1	..	..	..	15
x	..	..	..	..	..	..	..	..	..	1	6	6	11	2	..	..	..	26
xi	..	..	..	..	..	..	..	..	..	..	1	3	3	3	2	..	..	12
xii	..	..	..	..	..	..	..	..	..	..	..	3	1	5	..	..	..	9
xiii	..	..	..	..	..	..	..	..	..	..	..	..	2	1	4	1	..	8
<i>No. ea. age</i>	36	42	63	53	54	53	58	44	48	35	22	21	18	13	6	1	..	567

Weston

i	1	5	6	7	1	..	1	..	..	..	..	..	..	..	..	..	..	21
ii	..	..	2	4	3	2	1	..	..	..	1	1	..	..	..	..	..	14
iii	..	..	..	..	6	1	1	..	..	1	1	..	..	..	..	..	..	11
iv	..	..	..	..	4	11	3	4	1	1	..	..	1	..	..	..	..	25
v	..	..	..	..	..	..	9	..	4	..	2	1	..	..	..	..	..	16
vi	..	..	..	..	..	..	..	..	3	5	2	..	..	..	..	..	..	10
vii	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
viii	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	2
ix	..	..	..	..	..	..	..	..	..	..	..	3	..	..	..	..	..	3
<i>No. ea. age</i>	1	5	8	11	14	14	15	5	8	7	6	5	4	..	..	..	..	103

Westport

i	2	20	45	16	8	4	..	..	..	..	..	..	..	..	..	..	..	95
ii	..	7	10	27	19	2	2	2	..	..	..	..	..	..	..	..	..	69
iii	..	..	1	6	26	24	5	2	1	2	..	..	..	..	..	..	..	67
iv	..	..	..	2	15	19	39	14	7	6	..	..	..	..	..	..	..	102
v	..	..	..	..	2	2	11	8	13	3	..	..	..	..	..	..	..	39
vi	..	..	..	..	..	1	9	17	24	12	5	..	..	..	..	..	..	68
vii	..	..	..	..	..	..	..	..	6	6	3	2	..	..	..	..	..	17
viii	..	..	..	..	..	..	..	1	6	1	4	2	2	..	..	..	..	16
<i>No. ea. age</i>	2	27	56	51	70	52	66	44	57	30	12	4	2	..	..	..	..	473

Wethersfield

Ages	2-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
i	4	20	24	25	7	3	1	..	..	..	..	..	..	..	..	..	..	84
ii	..	..	4	19	18	10	..	..	..	..	..	..	..	..	..	..	..	51
iii	..	..	..	1	7	16	10	7	1	1	1	..	..	..	..	..	..	44
iv	..	..	..	..	7	13	8	5	3	1	1	..	..	..	..	..	..	38
v	..	..	..	..	..	1	6	10	9	1	..	..	..	..	..	..	..	27
vi	..	..	..	..	..	..	1	8	4	11	2	..	..	..	..	..	..	26
vii	..	..	..	..	..	..	..	..	5	7	3	2	..	..	..	..	..	17
viii	..	..	..	..	..	..	..	1	3	4	4	1	..	..	..	..	..	13
ix	..	..	..	..	..	..	..	..	..	2	8	4	1	..	..	..	..	15
x	..	..	..	..	..	..	..	..	..	1	..	1	1	..	..	..	..	3
xi	..	..	..	..	..	..	..	..	..	..	1	..	2	1	1	..	..	5
<i>No. ea. age</i>	4	20	28	45	39	43	26	31	25	28	20	8	4	1	1	..	..	323

Willington

i	4	13	6	4	1	1	..	..	..	..	..	..	..	..	..	..	..	29
ii	..	1	4	4	9	1	4	1	..	..	..	..	..	..	..	..	..	24
iii	..	..	1	6	6	3	2	1	..	1	..	..	..	..	..	..	..	20
iv	..	..	..	1	4	13	7	4	4	1	1	..	..	..	..	..	..	35
v	..	..	..	..	..	3	2	3	1	1	1	..	..	..	..	..	..	11
vi	..	..	..	..	..	..	2	8	3	1	1	..	1	..	..	..	..	16
vii	..	..	..	..	..	..	..	..	6	6	..	..	..	..	..	..	..	12
<i>No. ea. age</i>	4	14	11	15	20	21	17	17	14	10	3	..	1	..	..	..	..	147

Wilton

i	4	13	16	17	3	3	1	..	..	..	..	..	..	..	..	..	..	57
ii	..	1	4	9	10	..	1	1	..	..	..	..	..	..	..	..	..	26
iii	..	..	..	2	8	12	8	4	3	2	..	1	..	..	..	..	..	40
iv	..	..	..	1	2	9	15	8	7	6	2	1	..	..	..	..	..	51
v	..	..	..	..	..	3	5	2	4	3	1	..	..	..	..	..	..	18
vi	..	..	..	..	..	..	2	6	13	4	2	1	..	..	..	..	..	28
vii	..	..	..	..	..	..	..	2	1	6	5	2	..	..	..	..	..	16
viii	..	..	..	..	..	..	..	..	..	4	6	1	..	..	..	..	..	11
<i>No. ea. age</i>	4	14	20	29	23	27	32	23	28	25	16	6	..	..	..	..	..	247

Winchester

<i>Kind'n</i>	46	49	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	97
i	6	34	72	36	28	10	2	2	..	..	..	..	..	..	..	..	..	190
ii	..	..	9	36	36	21	10	3	..	3	..	..	..	..	..	..	..	118
iii	..	..	..	11	44	34	17	5	2	..	..	..	..	..	..	..	..	113
iv	..	..	..	3	10	24	25	22	8	7	..	..	..	..	..	..	..	99
v	..	..	..	..	1	18	23	31	17	9	4	1	..	..	..	..	..	104
vi	..	..	..	..	..	5	32	26	23	13	8	3	..	..	..	..	..	110
vii	..	..	..	..	..	1	3	14	18	21	5	4	1	..	..	..	..	67
viii	..	..	..	..	..	..	..	6	13	16	14	4	1	..	..	..	..	54
<i>No. ea. age</i>	52	83	83	86	119	113	112	109	81	69	31	12	2	..	..	..	..	952

Windham

Ages 3-4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
<i>Grades</i>																		
Kindg'n	84	66	23	2	1	..	..	..	..	..	..	..	..	..	..	..	..	176
i	2	15	52	48	26	4	2	1	..	1	..	..	..	..	..	..	..	151
ii	..	..	7	47	43	18	9	1	1	2	..	..	..	..	..	..	..	128
iii	..	..	..	10	41	28	17	2	6	1	3	..	..	..	..	..	..	108
iv	..	..	..	..	..	33	22	7	7	9	1	..	..	..	..	..	..	85
v	..	..	..	..	1	10	31	28	19	8	2	1	1	..	..	..	..	101
vi	..	..	..	..	..	6	12	25	27	21	6	2	..	..	..	..	..	99
vii	..	..	..	..	..	..	3	14	24	26	11	6	1	..	..	..	..	85
viii	..	..	..	..	..	..	..	1	6	20	18	12	4	..	..	..	..	61
ix	..	..	..	..	..	..	..	..	4	12	27	12	5	..	..	..	..	60
x	..	..	..	..	..	..	..	..	..	3	11	11	12	5	1	..	..	43
xi	..	..	..	..	..	..	..	..	..	..	3	8	14	8	3	1	..	37
xii	..	..	..	..	..	..	..	..	..	..	..	2	7	6	3	5	..	23
<i>No. ea. age</i>		86	81	82	107	118	99	96	79	94	103	82	54	44	19	7	6	1,157

Windsor

Kindg'n	41	48	24	12	..	..	..	..	..	..	..	..	..	..	..	..	..	125
i	..	6	31	16	1	4	1	..	..	1	..	..	..	..	..	..	..	60
ii	..	..	11	44	29	4	2	2	1	..	..	..	..	..	..	..	..	93
iii	..	..	1	8	30	28	10	5	..	1	..	..	..	..	..	..	..	83
iv	..	..	..	2	10	29	22	11	7	3	1	1	..	..	..	..	..	86
v	..	..	1	..	1	12	22	17	5	3	1	..	..	..	..	..	..	62
vi	..	..	..	..	..	1	6	20	25	12	3	2	..	..	..	..	..	69
vii	..	..	..	..	..	..	..	5	8	15	8	1	..	..	..	..	..	37
viii	..	..	..	..	..	..	..	6	6	14	19	3	..	..	..	..	..	48
ix	..	..	..	..	..	..	..	..	1	4	3	6	4	..	..	..	..	18
x	..	..	..	..	..	..	..	..	..	1	1	1	1	1	..	..	..	4
xi	..	..	..	..	..	..	..	..	..	..	..	1	..	2	..	..	..	3
<i>No. ea. age</i>		41	54	68	82	71	78	63	66	53	53	36	15	5	3	..	..	688

Windsor Locks

i	..	24	30	14	9	5	3	2	1	..	..	..	..	..	..	..	..	88
ii	..	..	..	7	12	4	..	1	4	..	..	..	..	..	..	..	..	28
iii	..	..	..	1	7	7	..	4	2	1	1	..	..	..	..	..	..	23
iv	..	..	..	..	3	9	8	8	2	3	..	..	..	..	..	..	..	33
v	..	..	..	..	..	2	5	9	5	2	1	..	..	..	..	..	..	24
vi	..	..	..	..	..	..	2	10	4	2	3	1	..	..	..	..	..	22
vii	..	..	..	..	..	..	..	1	3	11	1	..	..	..	..	..	..	16
viii	..	..	..	..	..	..	..	..	..	3	3	1	4	..	..	..	..	11
ix	..	..	..	..	..	..	..	..	..	5	2	3	..	1	..	..	..	11
x	..	..	..	..	..	..	..	..	..	..	1	1	1	..	..	..	..	3
<i>No. ea. age</i>		..	24	30	22	31	27	18	35	21	27	12	6	5	1	..	..	259

Wolcott

i	..	6	7	7	2	1	2	..	..	..	..	..	..	..	..	..	..	25
ii	..	..	..	1	2	2	4	1	..	..	..	..	..	..	..	..	..	10
iii	..	..	..	5	1	4	4	3	2	1	..	..	..	..	..	..	..	20
iv	..	..	..	..	1	2	2	3	3	1	..	..	..	..	..	..	..	12
v	..	..	..	..	..	3	..	2	4	3	1	..	..	..	..	..	..	13
vi	..	..	..	..	..	..	..	1	1	3	..	..	..	..	..	..	..	5
vii	..	..	..	..	..	..	..	2	..	3	..	..	..	..	..	..	..	5
viii	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	1
<i>No. ea. age</i>		..	6	7	13	6	12	12	12	10	12	1	..	..	..	..	..	91

AGE OF CHILDREN BY GRADES

231

Woodbridge

Grades	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	No. in each Grade
i	2	10	11	2	2	..	1	..	..	..	..	..	..	..	..	..	..	..	..	28
ii	..	1	4	4	4	2	3	..	..	..	..	..	..	..	..	..	..	..	..	18
iii	..	..	..	3	1	1	2	1	1	1	1	1	1	..	..	..	..	..	..	11
iv	..	..	..	2	6	5	12	3	4	..	..	..	1	..	..	..	..	..	..	33
v	..	..	..	..	..	..	5	5	2	1	1	1	..	..	..	..	..	..	..	14
vi	..	..	..	..	..	..	1	2	3	..	4	..	..	..	..	..	..	..	..	10
vii	..	..	..	..	..	..	..	..	10	2	..	..	1	..	..	..	..	..	..	13
viii	..	..	..	..	..	..	..	..	..	2	1	2	..	..	..	..	..	..	..	5
No. ea. age	2	11	15	11	13	9	25	12	17	10	3	2	2	..	..	..	..	..	..	138

Woodbury

Kindg'n	5	10	12	2	3	1	1	1	1	..	..	..	..	..	..	..	..	..	..	36
i	1	8	19	20	12	1	..	..	..	..	..	..	..	..	..	..	..	..	..	61
ii	..	..	1	10	17	9	4	2	1	..	..	..	..	..	..	..	..	..	..	44
iii	..	..	..	1	4	11	10	3	..	1	..	..	..	..	..	..	..	..	..	30
iv	..	..	..	..	..	3	8	7	5	1	..	..	..	..	..	..	..	..	..	24
v	..	..	..	..	1	1	4	8	6	3	1	..	..	..	..	..	..	..	..	24
vi	..	..	..	..	..	..	2	3	4	1	..	..	..	..	..	..	..	..	..	10
vii	..	..	..	..	..	..	..	4	3	8	3	..	..	..	..	..	..	..	..	18
viii	..	..	..	..	..	..	..	1	4	3	7	4	2	..	..	..	..	..	..	21
ix	..	..	..	..	..	..	..	..	..	2	3	3	5	7	1	..	..	..	..	21
x	..	..	..	..	..	..	..	..	..	..	1	..	2	1	2	1	..	..	..	7
xi	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	2
xii	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1
No. ea. age	6	18	32	33	37	26	29	29	24	19	15	7	9	8	5	2	..	..	..	268

Woodstock

i	3	8	15	12	2	1	5	3	3	..	1	..	..	..	..	..	..	..	..	53
ii	1	1	12	6	8	1	1	1	..	..	..	..	..	..	..	..	..	..	..	31
iii	..	..	1	5	8	8	4	1	2	1	..	..	..	..	..	..	..	..	..	30
iv	..	..	..	1	6	6	6	4	4	..	..	..	..	..	..	..	..	..	..	27
v	..	..	..	..	2	4	10	8	7	4	4	..	..	..	..	..	..	..	..	39
vi	..	..	..	..	1	1	4	1	10	3	4	..	..	..	..	..	..	..	..	24
vii	..	..	..	..	..	..	..	2	5	3	1	..	1	..	..	..	..	..	..	18
viii	..	..	..	..	..	2	1	2	1	4	..	..	1	..	..	..	..	..	..	11
No. ea. age	4	9	28	24	27	23	31	22	32	15	10	..	2	..	..	..	..	..	..	22

PUBLIC LIBRARIES

PUBLIC LIBRARY COMMITTEE

The State Board of Education appointed the following persons to be members of the Connecticut Public Library Committee for the years 1902-1903 :

Nathan L Bishop Norwich
 Edwin B Gager Derby
 Caroline M Hewins Hartford
 Charles D Hine Hartford
 Storrs O Seymour Litchfield

DOCUMENTS

In the year 1902 the committee issued the following documents:

Whole No.		Year No.
1902 34	Law relating to public libraries	1
35	Public libraries	2
36	Traveling school libraries loaned by Connecticut Society of Colonial Dames. Ed. 5	3
37	Traveling school libraries, stereopticon slides and charts loaned by Audubon Society	4
38	Pictures loaned to schools by the Connecticut Society of Colonial Dames	5
39	List of books for school libraries. Ed. 2	6
40	Books of 1902	7

ADOPTIONS

The following are the adoptions of 1902, together with the amounts which each town voted for establishment and annual maintenance:

	Establishment	Annual maintenance
Beacon Falls October 6	\$50.00	\$50.00
Bloomfield January 15	200.00	200.00
Darien October 6	200.00	200.00
Farmington October 16	200.00	
North Haven October 6	200.00	200.00
Salisbury December 30	200.00	200.00

CLASSIFICATION OF LIBRARIES

From the return of librarians towns are classified as follows:

CLASS I

Towns having free public libraries organized under the law of 1893 and the amendment of 1895:

Andover	Goshen	Prospect
Ansonia	Granby	Putnam
Beacon Falls	Hampton	Roxbury
Berlin (Berlin and Kensington)	Hebron	Salisbury
Bethlehem	Huntington	Saybrook
Bloomfield	Killingly	Scotland
Brooklyn	Lebanon	Seymour
Burlington	Madison	Somers
Chaplin	Manchester	Southington
Chatham	Meriden	South Windsor
Chester	Middlebury	Stratford
Columbia	Middlefield	Suffield
Darien	Milford	Thomaston
Derby	Morris	Tolland
Durham	New Britain	Union
East Haddam	New Canaan	Vernon
East Hartford	New Fairfield	Wallingford
Eastford	Newington	West Hartford
Ellington	North Canaan	Westbrook
Enfield	North Haven	Wethersfield
Farmington	Plainville	Winchester
Glastonbury	Plymouth	Windsor
	Portland	Woodbury — 68

CLASS II

Towns in which there are libraries free to all the people,
but having no legal connection with the town:

Ashford	Groton	Plainfield (Moosup, Central Village, and Plainfield)
Branford	Guilford	
*Chatham (Middle Haddam)	Haddam	
Cheshire	*Hartford	Pomfret
Danbury	Ledyard	Preston
*Derby (Neck)	Litchfield (Northfield)	Stafford
Fairfield (Pequot and Fairfield Memorial)	Manchester (South)	Stonington
*Farmington	Naugatuck	Vernon
*Granby	New London	Waterbury
Greenwich	Newtown	Washington
Grissold	Norfolk	Watertown
	Old Lyme	*Windham (Willi- mantic) — 33

CLASS III

Cities, boroughs, and towns having libraries owned and
controlled by the public and free to all the people:

Bridgeport	New Milford	Norwich
Bristol	Norwalk (City of Nor-	Simsbury
Hartford	walk and South Nor-	Windham (Willi-
New Haven	walk)	mantic) — 9

* Free public library in same town

CLASS IV

Towns in which there are free public libraries to which town appropriates money but is not represented in the management:

Middletown
Norwich

Simsbury

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CLASS V

Towns in which there are libraries charging fees:

*Berlin	Essex	Ridgefield
Canaan	*Groton	Rocky Hill
Clinton	Litchfield	Sharon
Colchester	*Madison	Stamford
Cornwall	Montville	Torrington
Coventry	*New Haven	Westport
Cromwell	Old Saybrook	Woodstock
East Lyme	*Plymouth	
East Windsor	*Pomfret	

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CLASS VI

Towns having no libraries:

Avon	Hartland	Sherman
Barkhamsted	Harwinton	Southbury
Bethany	Kent	Sprague
Bethel	Killingworth	Sterling
Bolton	Lyme	Trumbull
Bozrah	Mansfield	Voluntown
Bridgewater	Marlboro	Warren
Brookfield	Monroe	Waterford
Canterbury	New Hartford	Weston
Canton	North Branford	Willington
Colebrook	North Stonington	Windsor Locks
East Granby	Orange	Wolcott
East Haven	Oxford	Woodbridge
Easton	Redding	
Hamden	Salem	

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DISTRIBUTION OF LIBRARIES

The distribution of libraries is shown by the map.

STATE AND TOWN APPROPRIATION

The amounts given by the several towns for annual maintenance and increase and the amount of the state grant are as follows:

* Free public library in same town

TABLE I

Town	Town Appropriation	State Grant	Town	Town Appropriation	State Grant
Andover .	\$50.00	\$50.00	Morris .	50.00	50.00
Ansonia .	2,000.00	100.00	New Britain .	4,000.00	200.00
Beacon Falls .	25.00	25.00	New Canaan .	100.00	100.00
Berlin .	100.00	100.00	New Fairfield .	25.00	25.00
Bethlehem .	25.00	25.00	Newington .	150.00	100.00
Bloomfield .	200.00	200.00	North Canaan .	100.00	100.00
Brooklyn .	100.00	100.00	North Haven .	200.00	200.00
Burlington .	50.00	50.00	Plainville .	100.00	100.00
Chaplin .	34.00	34.00	Plymouth .	75.00	75.00
Chatham .	150.00	100.00	Portland .	300.00	100.00
Chester .	100.00	100.00	Prospect .	25.00	25.00
Columbia .	85.00	85.00	Putnam .	600.00	100.00
Darien .	200.00	200.00	Roxbury .	100.00	100.00
Derby .	2,000.00	100.00	Salisbury .	200.00	200.00
Durham .	200.00	100.00	Saybrook .	200.00	100.00
Eastford .	55.00	55.00	Scotland .	40.20	40.20
East Haddam .	600.00	100.00	Seymour .	400.00	100.00
East Hartford .	350.00	100.00	Somers .	173.55	100.00
Ellington .	100.00	100.00	Southington .	1,100.00	100.00
Enfield .	400.00	100.00	South Windsor .	150.00	100.00
Farmington .	200.00	200.00	Stratford .	800.00	100.00
Glastonbury .	100.00	100.00	Suffield .	1,000.00	100.00
Goshen .	100.00	100.00	Thomaston .	300.00	100.00
Granby .	100.00	100.00	Tolland .	100.00	100.00
Hampton .	50.00	50.00	Union .	20.00	20.00
Hebron .	100.00	100.00	Vernon .	500.00	100.00
Huntington .	1,300.00	100.00	Wallingford $\frac{1}{4}$ of 1 mill tax .	974.98	100.00
Killingly .	400.00	100.00	Westbrook .	100.00	100.00
Lebanon .	100.00	100.00	West Hartford .	325.00	100.00
Madison .	100.00	100.00	Wethersfield .	300.00	100.00
Manchester .	500.00	100.00	Winchester .	1,500.00	100.00
Meriden .	2,500.00	100.00	Windsor .	200.00	100.00
Middlebury .	25.00	25.00	Woodbury .	75.00	75.00
Middlefield .	100.00	100.00			
Milford .	100.00	1,000.00			

STATE GRANTS

The amount paid by the State for books in each fiscal year since the law was passed is shown by the following table :

TABLE II

Year ending September 30,	1893,	.	.	.	.	.	.	.	.
"	"	"	1894,	.	.	.	.	.	\$564.13
"	"	"	1895,	.	.	.	.	.	1,333.33
"	"	"	1896,	.	.	.	.	.	3,731.44
"	"	"	1897,	.	.	.	.	.	4,896.24
"	"	"	1898,	.	.	.	.	.	3,186.39
"	"	"	1899,	.	.	.	.	.	4,880.52
"	"	"	1900,	.	.	.	.	.	5,343.78
"	"	"	1901,	.	.	.	.	.	5,260.22
"	"	"	1902,	.	.	.	.	.	5,393.30

EXPENSES OF LIBRARIES, NOT INCLUDING STATE GRANT, 1901-1902

TABLE III

TOWN.	Books.	Periodicals.	Binding, etc.	Librarian.	Rent.	Fuel.	Lighting.	Janitor.	Printing.	Miscellaneous.
Andover,		\$5.60		\$12.00						\$20.60
Ansonia,	\$516.17			1,196.00		\$186.75	\$196.27	\$390.00		700.43
Beacon Falls,										
Berlin,	66.86	15.95		9.00		6.75	12.00			35.26
Bethlehem,	18.00	7.00								
Bloomfield,										
Brooklyn,	157.79			40.00		4.25		2.50		6.50
Burlington,	17.00	3.80		25.00		4.20				
Chaplin,	178.01									21.99
Chatham,	100.00		\$15.20	58.50		3.00				
Chester,	63.08			50.00		4.13	2.18			22.15
Columbia,	62.00			20.00		2.00	1.00			
Darien,										
Derby,										
Durham,	114.91				\$15.00			20.00		1.40
East Haddam,	30.00	95.00	13.00	300.00	50.00	45.00	20.00	36.00		
East Hartford,										
Eastford,	55.00			20.00	10.00					
Ellington,	106.47			61.25						3.00
Enfield,	100.00	30.25	6.50	148.50						44.34
Farmington,										
Glastonbury,	96.83									3.17
Goshen,				5.25		5.00	3.50	\$17.30		117.83
Granby,		24.33	18.45	50.00				15.00		15.60
Hampton,	23.81			25.00		.69				.50
Hebron,	5.80	29.77		30.00		1.25	2.25	5.00	18.00	12.08
Huntington,	96.53	47.30	24.90	400.00				164.00		291.58
Killingly,		58.50	27.25	225.00	282.78	65.00	19.98	39.00	6.00	39.61
Lebanon,	33.60	12.00		50.00		5.00				4.00
Madison,	100.00									
Manchester,	60.00	29.40	9.03	146.50	100.00	36.50	14.00	68.00		45.55
Meriden,	878.38	109.30		780.00	216.00		13.73			78.81
Middlebury,	25.00									
Middlefield,	200.00		.80	12.00		10.00		19.00		13.95
Milford,		90.43	50.00	350.00		100.00	80.00	150.00		179.57
Morris,	4.55	10.45		10.00	10.00					15.00
New Britain,	3,049.76	660.83	536.53	2,265.75		425.48	676.93	750.77	323.91	869.42
New Canaan,				78.00		12.00				
New Fairfield,				16.00				13.00		
Newington,	9.05	23.95	20.03	55.00						17.23
North Canaan,	108.35			60.00		5.00				17.00
North Haven,										40.50
Plainville,										
Plymouth,		24.00	3.20	40.00						
Portland,	191.00		13.20							
Prospect,			1.70	12.00						.45
Putnam,	326.51		46.00	105.25	75.00	9.61	9.00	1.55		38.81
Roxbury,	42.79	33.50								11.45
Salisbury,										
Saybrook,	52.20		3.75	20.00		4.50	4.23			7.90
Scotland,	47.06		26.91	156.16						1.00
Seymour,	278.80	54.15	3.60	75.00		21.27		25.25	12.37	36.42
Somers,				20.00		3.00				38.06
South Windsor,	125.00									
Southington,	101.55		15.40	352.00						
Suffield,	35.57	108.00	89.50	500.00		83.50		120.00		7.00
Thomaston,	104.66		52.90	604.00		133.61	200.39	188.50	28.55	192.14
Tolland,	16.04			100.08						97.32
Union,				50.00	10.00		1.14	12.00		10.32
Vernon,	385.21			12.00						8.00
Wallingford,	200.65	116.05	152.54	745.29	240.00					165.24
West Hartford,			20.00	536.65		288.05		311.50		244.62
Westbrook,	39.61	11.25	7.50	230.00						
Wethersfield,	60.43	19.00	65.55	37.00		19.99	18.39	5.20		1.75
Winchester,	317.95	77.50	126.72	100.00		19.99	18.39	25.75		4.25
Windsor,	7.00	18.35	24.57	820.00		150.56	93.24	147.68		103.69
Woodbury,	35.00			104.00		13.41	1.30	21.75	14.50	8.07
				25.00			3.80			21.00
Total,	\$ 8,653.47	1719.66	1384.73	11,143.18	1008.78	1649.50	1374.73	2531.45	420.63	3,615.56

STATE GRANT OF BOOKS

In the years 1898-1902 the committee made grants of books as follows :

TABLE IV

Towns	Number of books					Towns	Number of books				
	1898	1899	1900	1901	1902		1898	1899	1900	1901	1902
Andover . . .	53	83	56	58	54	Milford . . .	93	103	100	106	105
Ansonia . . .	44	70	166	73	64	Morris . . .			271	39	65
Beacon Falls . .						New Britain . .				163	53
Berlin . . .				105	38	New Canaan . .	116	112	121	114	71
" Kensington . .				121	49	New Fairfield . .	30	31	33	34	43
Bethlehem . . .			56	38	28	Newington . .	116	104	128	124	107
Bloomfield . . .				139		North Canaan . .	123	82	111	89	97
Brooklyn . . .				50	71	North Haven . .					204
Burlington . . .	56	57	68	72	67	Plainville . . .	114	112	104	111	114
Chaplin . . .				233	37	Plymouth . . .	93	70	84	76	70
Chatham . . .	244	123	88	103	82	Portland . . .	75	97	99	116	95
Chester . . .	107	109	97	97	91	Prospect . . .	33	39	31	28	34
Columbia . . .	59	76	84	82	68	Putnam . . .	130	98	84	98	98
Darien . . .					201	Roxbury . . .	51	58	93	52	80
Derby . . .				283	92	Salisbury . . .					84
Durham . . .	104	81	97	73	84	Saybrook . . .		252	107	92	109
East Haddam . .	98	104	104	108	109	Scotland . . .	94	81	50	104	51
East Hartford . .	101	129	162	136	101	Seymour . . .	96	102	80	67	76
Eastford . . .	65	69	60	54	55	Somers . . .	111	112	107	98	90
Ellington . . .	112	109	112	120	80	South Windsor . .	115	118	109	106	103
Enfield . . .	120	116	98	109	81	Southington . .			216	103	113
Farmington . . .					220	Stratford . . .	101	92	89	96	86
Glastonbury . .	103	139	109	111	97	Suffield . . .	90	88	89	78	69
Goshen . . .				164	102	Thomaston . . .	190	73	109	94	93
Granby . . .			91	83	105	Tolland . . .		229	116	115	117
Hampton . . .	62	56	65	56	45	Union . . .	37	19	105	32	20
Hebron . . .		229	119	103	98	Vernon . . .	99	112	103	95	78
Huntington . . .	106	98	95	80	85	Wallingford . .		208	116	100	73
Killingly . . .				171	96	West Hartford . .	91	88	94	98	88
Lebanon . . .	56	105	129	106	87	Westbrook . . .	119	101	95	88	90
Madison . . .			113	106	95	Wethersfield . .	75	69	95	106	102
Manchester . . .	200	107	109	100	124	Winchester . . .		175	118	112	79
Meriden . . .	224	113	106	97	119	Windsor . . .	107	111	109	106	88
Middlebury . . .	21	24	19	27	25	Woodbury . . .	102	81	88	81	
Middlefield . .	128	99	110	117	119						

4,564 5,113 5,467 5,874 5,853

VOLUMES AND CIRCULATION

The following table shows the volumes, circulation, and circulation per hundred volumes of class i in the years 1899-1902 :

TABLE V

Towns	Volumes			Circulation			Circulation per hundred volumes		
	1899-00	1900-01	1901-02	1899-00	1900-01	1901-02	1899-00	1900-01	1901-02
Andover . . .	2,100	2,248	2,300	5,106	1,156	1,000		51	43
Ansonia . . .	5,175	7,700	8,243	30,165	34,832	36,199	582	452	439
Beacon Falls . .									
Berlin . . .		2,206	2,422		2,614	3,744		118	154
" Kensington . .									
Bethlehem . . .		143	211		850	1,060		593	502
Bloomfield . . .									
Brooklyn . . .		2,086	2,346		3,837	4,664		183	198

Towns	Volumes			Circulation			Circulation per hundred volumes		
	1899-00	1900-01	1901-02	1899-00	1900-01	1901-02	1899-00	1900-01	1901-02
Burlington . . .	587	677	786	687	837	1,219	117	123	155
Chaplin . . .									
Chatham . . .	950	1,801	2,063	4,113	6,748	6,218	432	374	301
Chester . . .	2,236	2,517	2,696	6,000	4,784	5,100	268	190	189
Columbia . . .	3,500	4,000	6,004	2,000	3,000	2,800	57	75	46
Darien . . .			590						
Derby . . .									
Durham . . .	1,673	2,230	2,449	3,800	4,312	4,960	227	193	202
East Haddam . . .	4,615	4,920	5,000	6,416	6,655	5,688	139	135	113
East Hartford . . .	2,571	3,413	3,867	21,655	15,416	17,732	842	451	458
Eastford . . .	789	1,094	1,185	800	904	779	101	82	65
Ellington . . .	1,349	1,514	1,789	4,718	4,672	3,974	342	308	222
Enfield . . .	2,184	2,717	2,973	12,822	15,318	11,647	587	563	652
Farmington . . .									
Glastonbury . . .	1,384	1,705	1,866	3,700	2,841	3,200	267	166	171
Goshen . . .									
Granby . . .		3,484	3,703		1,582	1,633		45	44
Hampton . . .	1,600	1,800	1,790	2,300	3,050		143	169	
Hebron . . .	922	2,007	2,126	1,472	2,586	2,773	159	128	130
Huntington . . .	3,700	4,000	4,895	14,500	13,500	10,924	391	337	223
Killingly . . .		6,000	6,200		20,647	17,767		344	286
Lebanon . . .	1,312	1,470	1,672	3,637	3,148	2,436	277	214	145
Madison . . .		1,800	1,520		10,822	11,076		601	728
Manchester . . .	1,061	1,447	1,568	408	710		38	49	
Meriden . . .	2,500	3,466	5,108	14,281	33,451	33,233	571	965	650
Middlebury . . .	1,250	1,379	1,431	1,886	1,691	1,256	150	122	87
Middlefield . . .	2,500	3,150	3,468	3,000	3,620	1,441	120	114	41
Milford . . .	8,835	9,601		32,142	33,836		363	352	
Morris . . .		712	1,114		5,040			707	
New Britain . . .		21,972	28,835		53,607	128,266		243	444
New Canaan . . .	1,800	2,460	2,793	6,240	10,400	9,310	346	422	333
New Fairfield . . .	327	416	433	946	606	633	289	145	146
Newington . . .	1,150	1,475	1,612	1,658	2,750	2,500	144	186	155
North Canaan . . .	3,700	4,500	4,103	10,000	35,000		270	777	
North Haven . . .		2,500	2,706		2,500	1,250		100	46
Plainville . . .	2,030	2,500	2,379	7,293	7,638	7,270	359	305	305
Plymouth . . .	1,639	1,843	2,001	4,256	3,882	3,016	259	210	150
Portland . . .	2,221	2,802	3,078	8,856	10,034	10,416	398	358	338
Prospect . . .	524	590	650			725			111
Putnam . . .	2,368	2,721	2,938	12,396	12,576	12,642	523	462	430
Roxbury . . .	924	1,303	1,366	1,699	2,329	2,244	183	178	164
Salisbury . . .		7,000	7,223		13,465	14,985		192	207
Saybrook . . .		911	1,142						
Scotland . . .	1,006	1,213		5,382	4,314	2,275	534	355	
Seymour . . .	1,759	2,262	3,082	5,596	9,488	9,531	318	419	303
Somers . . .	1,650	1,720	1,800	4,900	3,646	3,646	296	211	202
South Windsor . . .	500	1,025	1,250	1,440	4,614	5,096	288	450	407
Southington . . .		2,240	2,866		18,820	17,219		840	600
Stratford . . .	6,807	7,916	8,372	22,094	23,079	25,234	324	291	301
Suffield . . .	3,466	10,715	11,416	5,475	10,317	11,900	157	96	104
Thomaston . . .	3,311	3,682	3,476	5,270	9,162	7,864	159	248	197
Tolland . . .		945	1,082		2,436	2,085		257	192
Union . . .	865	1,068	1,070	1,400	1,200	1,025	161	112	95
Vernon . . .	5,650	6,376	6,900	28,516	27,449	29,119	504	430	422
Wallingford . . .	4,414	5,449	6,158	7,507	22,672	31,575	170	416	512
West Hartford . . .	2,498	2,739	3,016	4,246	6,112	6,532	169	223	216
Westbrook . . .	1,401	1,696	1,881	3,842	3,700	3,166	274	218	168
Wethersfield . . .	3,000	3,400	3,650	7,513	7,325	8,447	250	215	231
Winchester . . .	8,370	9,200	9,800	5,530	40,823	39,858	66	443	406
Windsor . . .	1,720	2,167	2,447	6,205	5,997	7,242	360	276	296
Woodbury . . .	1,424	1,903	1,975	3,716	4,383	2,772	260	230	140

GIFTS

In the year under review gifts were made to libraries as follows :

TABLE VI

Place	Name of Library	Gift	Value	Donor
Branford	Bl'kstone Memorial	Curios	....	Mr & Mrs Henry Harrison
"	"	MSS., curios, etc.	....	Albert T Rogers
"	"	256 volumes	....	
Bridgeport	Bridgeport Public	Collection of ferns	....	Frances B Cogswell
"	"	Periodicals	....	
"	"	Book cases	....	Class of 1901 High School
Brooklyn	Brooklyn Public	10 volumes	....	
Columbia	Saxton B Little	Building site	....	Mary Yeomans
"	"	Building	....	Joseph Hutchins
Durham	Durham Public	Mat and Matting	\$2,000	Elliot Henderson
"	"	Andirons	....	Mrs Elliot Henderson
"	"	Lamps	....	Dr Lyle Smith
"	"	Furniture and money	....	C G Rockwood
"	"	Steel stacks	....	John S Camp
"	"	\$250	....	John S Camp, Hartford
"	"	Building site	....	Mrs C N Rockwood
Ellington	Ellington	\$30,000 for building	....	Frances Hall, Elmira, N Y
Essex	Essex Public	Books	....	Joseph A Jones
Greenwich	Gr'nwich Free Pub.	Book	....	Mrs W T Wisner
"	"	\$500 for books	....	H O Havemeyer
Kensington	Peck Memorial	Building	\$10,000	Henry H Peck, Waterbury
Litchfield	Litchfield Free	\$50	....	Grange
Madison	E C Scranton Mem.	20 volumes of Clemens' works	....	William Bliss
Meriden	Curtis Memorial	Book fund	\$10,000	Citizens
"	"	7 volumes	....	C B Rogers
"	"	7 "	....	Rev A H Mead
"	"	21 "	....	Mrs G M Howell
"	"	2 "	....	Catherine A Green
"	"	Allbone's dictionary of authors	....	Mrs P C Rand
Middlefield	Levi E Coe Asso'n	50 volumes	....	Mrs L E Coe
Moosup	Aldrich Free Public	Century dictionary and atlas	....	Hon & Mrs Edwin Milner
Mystic	Mystic and Noank	14 volumes	....	Mrs S S Dickerson
"	"	2 "	....	Hon C A Russell
"	"	8 "	....	Book Club
"	"	1 volume	....	Annie C Spicer
New Britain	N. Britain Institute	Hist. of modern eloquence 10 v.	....	Mr and Mrs J A Traut
New Haven	Yale University	7,735 volumes	....	
"	"	Collection of Arabic MSS.	80,000m	Morris K Jesup
Norwalk	Norwalk Public	400 volumes	....	Mrs George B St John
"	"	36 "	....	
Norwich	Otis	Case of stuffed birds	....	Mrs Frances A Ransom
Ridgefield	Ridgefield	Books	....	Alice E Shoenberger
"	"	8 volumes	....	Eva B Morris
Rockville	Tolland	\$500	....	George M Paulk
"	"	77 volumes	....	
"	"	16 shares Cent. Ill. R. R. stk.	....	Maxwell family
"	"	6 volumes	....	Frederick R McLean
Rocky Hill	Rocky Hill	Warner's Lib'y of the world's best literature, 50 vols.	....	Agnes G Shipman
"	"	Steel engraving, "Washington and his generals"	....	
So. Coventry	So. Coventry Public	National register of the Sons of the American Revolution	....	Mrs E L Gaylord
So. Norwalk	So. Norwalk Public	30 directories	....	W S Logan
"	"	\$10.65	....	Pierson & Lee Co
"	"	Periodicals	....	Sewing school
"	"	Map of the United States	....	Citizens
"	"	Snowy owl	....	E J Hill
"	"	Portraits of poets	....	Marietta Couch
"	"	7 volumes	....	Mrs W H Gleason
"	"	2 "	....	Citizens
"	"	9 "	....	Henry Moeller
"	"	4 "	....	E J Hill
"	"	5 "	....	O K Platt
"	"	100 "	....	Mrs H R Fitch
"	"	23 "	....	Janet Matthewson
Southington	Southington Public	Statue of Venus de Milo	....	Angeline Scott
"	"	Picture of Shaw Memorial	....	Young Men's Social Club
"	"	Clock	....	Mrs Shepherd Knapp
"	"	Deer's head	....	D A R
"	"	Portr't of Dr. Jas. H. Osborne	....	Mrs Annie Osborne
Stafford Spgs.	Stafford Spgs Public	3 pictures	....	Mrs Sloper
"	"	Vases	....	Women's Library Club
"	"	Clock	....	Mrs Christopher Allen
"	"	"	....	Mrs Celia Holt

Place	Name of Library	Gift	Value	Donor
Stamford	Ferguson	Clock	....	Mrs A M Jones
"	"	2 volumes	....	Mrs Albert Crane
Stonington	Stonington Free	Clock	....	E M Phelps
Stonington	Stonington Free	\$25	....	Mr Dimock
"	"	62 volumes	....	Mrs Erakine Phelps
"	"	23 "	....	Mrs S T Stanton
"	"	5 "	....	Mrs F B Noyes
"	"	4 "	....	John Norman
"	"	4 "	....	
Thompson	Thompson	\$5500	....	E S Converse
Wallingford	Wallingford	\$25	....	Eintracht singing society
"	"	Periodicals	....	Charles H Tibbits
"	"	Window	....	Mrs Charles H Tibbits
"	"	Maple tree	....	Marcus F Cooke
Wapping	Wapping	70 volumes	....	
West Cornwall	West Cornwall	\$50	....	Mrs Henry A Ogden
Westport	Westport	\$100	....	H M Sherwood
"	"	\$100	....	A S Hurlbutt
"	"	\$100	....	A M Kingsley
"	"	\$100	....	W P Eno
"	"	\$100	....	J B Morris
"	"	\$100	....	Charles Buck
"	"	\$100	....	H C Eno
"	"	\$100	....	D C Nash
"	"	\$100	....	G H Taylor
"	"	\$100	....	E C Benedict
"	"	\$100	....	E B Cockcroft
"	"	\$100	....	M K Jesup
"	"	\$100	....	E T Bedford
Windham	Windham	Card cabinet	....	Rev F H Means
"	"	Portrait of Dr. Cheshire Hunt	....	Mrs D H Hibbard
"	"	\$1000	....	" "
Windsor	Windsor	Portrait of General Frederick E. Mather	...	
Woodbury	Woodbury	\$5000 and Parker Academy property	....	Henry Boyd

SUMMARY.
TABLE VII

TOWN.	Population	Grand list	DATE OF		Amount appropriated annually by town	Rate of taxation for library purposes	Amount in books by the state	Total for books	Turnover of books
			Establishment	Opening					
Andover.....	385	\$148,671	Nov. 22, 1895	Jan. 20, 1896	\$50.00	.00033	\$50.00	\$75.00	.31
Ansonia.....	12,687	8,476,460	Mar. 20, 1896	Aug. 18, 1896	2,500.00	.00069	100.00	633.80	4.3
Berlin.....	3,488	1,294,380	*Oct. 1, 1891	.....	100.00	.0007	100.00	100.00	1.5
Bethlehem.....	376	312,373	*Oct. 1, 1899	.....	75.00	.0008	75.00	79.30	4.9
Brooklyn.....	4,338	1,230,095	*Oct. 1, 1896	.....	100.00	.00088	100.00	277.79	1.9
Burlington.....	1,218	324,114	Oct. 5, 1896	Jan. 21, 1897	30.00	.00083	30.00	65.00	1.5
Chaplin.....	349	81,064	Oct. 7, 1898	.....	30.00	.00018	30.00	.....	.....
Chatham.....	1,778	843,997	Oct. 7, 1895	.....	150.00	.00015	100.00	200.00	3
Chester.....	1,422	659,362	*Dec. 21, 1895	Feb. 22, 1896	85.00	.00035	85.00	153.00	1.8
Columbia.....	7,935	240,112	Mar. 21, 1891	.....	2,000.00	.00037	100.00	3,100.00	.46
Derby.....	7,884	532,531	*Oct. 1, 1894	Nov. 15, 1894	600.00	.00042	100.00	377.52	2
Durham.....	2,483	1,104,033	*Oct. 1, 1894	Sept. 1, 1896	600.00	.00054	100.00	244.00	1.1
East Hartford.....	6,408	3,753,812	*Feb. 10, 1896	June 1897	350.00	.00059	100.00	280.00	4.3
Eastford.....	1,223	149,865	*Nov. 30, 1896	Mar. 17, 1897	55.00	.00038	55.00	80.00	.85
Ellington.....	1,829	516,688	*Oct. 5, 1896	Sept. 28, 1897	400.00	.00011	100.00	150.00	2.2
Enfield.....	6,699	3,369,294	*April 28, 1896	.....	100.00	.00011	100.00	250.00	3.9
Glastonbury.....	4,260	2,235,311	Oct. 21, 1895	Feb. 28, 1896	100.00	.00024	100.00	198.83	1.7
Goshen.....	835	412,579	Dec. 16, 1901	.....	100.00	.00024	100.00	303.00	.....
Granby.....	1,299	566,186	Oct. 1, 1900	.....	100.00	.00017	100.00	100.00	.44
Hampton.....	629	277,898	*Oct. 28, 1895	Jan. 11, 1896	90.00	.00017	90.00	75.00	.....
Hebron.....	1,016	410,911	*Feb. 13, 1899	.....	100.00	.00024	100.00	107.40	1.3
Huntington.....	5,572	4,166,659	Feb. 13, 1892	Dec. 4, 1895	1,300.00	.00031	100.00	396.53	2.2
Killingly.....	6,835	3,684,875	*April 21, 1899	.....	400.00	.0001	100.00	180.00	2.8
Lebanon.....	1,521	783,877	*Oct. 1, 1896	Mar. 1, 1897	100.00	.00012	100.00	233.00	1.4
Madison.....	2,518	1,170,519	Oct. 1, 1900	.....	100.00	.00008	100.00	600.00	4.8
Manchester.....	10,001	10,655,575	Oct. 3, 1898	.....	500.00	.00004	100.00	150.00	.25
Menden.....	26,095	20,079,668	Oct. 10, 1898	.....	2,500.00	.00012	100.00	2,400.00	6.5
Middlebury.....	736	447,048	*Oct. 1, 1896	Feb. 13, 1897	25.00	.00005	25.00	50.00	.87
Middlefield.....	845	352,660	*Nov. 26, 1895	.....	100.00	.00022	100.00	200.00	.99
Milford.....	3,783	3,556,669	July 15, 1893	.....	1,000.00	.00028	100.00	166.85	.34
Morris.....	535	386,509	Oct. 1, 1900	.....	50.00	.00012	50.00	.....	.....
New Britain.....	28,202	20,156,745	Mar. 4, 1901	.....	4,000.00	.00019	100.00	3,140.76	5.3
New Canaan.....	5,968	2,867,762	*Aug. 31, 1895	.....	100.00	.00004	100.00	170.00	3.3
New Fairfield.....	584	396,314	April 5, 1897	.....	25.00	.00006	25.00	34.00	1.4

SUMMARY. — CONTINUED.

TOWN.	Population	Grand list	DATE OF		Amount appropriated annually by town	Rate of taxation for library purposes	Amount in books by the state	Total for books	Turnover of books
			Establishment	Opening					
Newington,.....	1,041	\$601,474	Oct. 1, 1804	Oct. 19, 1895	\$150.00	.00024	\$100.00	\$134.23	1.5
North Canaan,.....	1,803	992,872	*Oct. 7, 1805	.....	100.00	.00001	100.00	100.00	.....
Plainville,.....	2,180	1,180,353	Oct. 8, 1804	Nov. 21, 1804	100.00	.00008	100.00	100.00	3.
Plymouth,.....	2,828	1,011,845	*Oct. 18, 1805	Dec. 7, 1805	75.00	.00007	75.00	80.40	1.8
Portland,.....	3,856	1,368,814	Mar. 23, 1805	May 4, 1805	300.00	.00021	100.00	282.12	3.3
Prospect,.....	562	156,134	*Oct. 7, 1805	.....	25.00	.00016	25.00	25.00	1.1
Putnam,.....	7,248	4,263,139	*Oct. 1, 1804	.....	600.00	.00014	100.00	452.54	4.3
Roxbury,.....	1,087	554,785	*Oct. 5, 1806	Jan. 20, 1807	100.00	.00018	100.00	155.49	1.6
Saybrook,.....	1,634	930,530	Oct. 2, 1809	.....	200.00	.00021	100.00	218.47	..
Scotland,.....	471	173,630	Oct. 1, 1804	Dec. 27, 1805	25.00	.00014	25.00	95.00	..
Seymour,.....	3,541	2,806,410	Nov. 20, 1803	Nov. 25, 1803	400.00	.00013	100.00	390.00	3.
Somers,.....	1,593	604,544	*Oct. 7, 1805	April 21, 1807	173.55	.00024	100.00	100.00	2.
South Windsoor,.....	2,014	1,228,105	Oct. 3, 1808	.....	150.00	.00012	100.00	210.00	4.
Southington,.....	5,800	3,785,079	Jan. 6, 1800	.....	1,100.00	.00020	100.00	201.55	6.
Stratford,.....	3,657	1,804,628	*June 16, 1806	.....	800.00	.00042	100.00	408.44	3.
Suffield,.....	3,521	1,032,865	*Mar. 18, 1804	Aug. 8, 1804	1,000.00	.00031	100.00	590.32	2.
Thomaston,.....	3,300	2,278,305	*Oct. 2, 1808	.....	300.00	.00013	100.00	208.39	2.2
Tolland,.....	1,036	365,797	Oct. 2, 1809	.....	100.00	.00027	100.00	116.00	1.0
Union,.....	428	140,460	Nov. 6, 1804	Mar. 23, 1805	20.00	.00014	20.00	20.00	.05
Vernon,.....	8,483	5,723,512	*Oct. 7, 1805	June 11, 1806	500.00	.00028	100.00	485.21	4.2
Wallingford,.....	9,001	5,781,861	*Nov. 15, 1809	.....	325.00	.00025	100.00	300.00	5.1
West Hartford,.....	3,186	3,008,944	*Oct. 10, 1807	.....	100.00	.0001	100.00	121.00	2.1
Westbrook,.....	1,884	406,951	*Oct. 8, 1805	.....	100.00	.0002	100.00	130.61	1.6
Wethersfield,.....	2,637	1,426,366	Nov. 27, 1803	Oct. 20, 1804	300.00	.00021	100.00	210.43	2.3
Windsor,.....	7,763	4,852,758	*June 10, 1809	.....	1,500.00	.0003	100.00	544.67	4.
Windsor,.....	3,614	1,600,650	*Oct. 10, 1806	Oct., 1806	200.00	.00011	100.00	230.00	2.9
Woodbury,.....	1,988	899,061	*Oct. 4, 1807	.....	75.00	.00008	75.00	110.00	1.4

* Indicates date when library, previously established, was made free.

CIRCULATING LIBRARIES

The location of libraries entrusted to the committee is given below:

COLONIAL DAMES

Library	Town	District	Library	Town	District
1	Berlin	9	16	Branford	Paved St.
	North Branford	3	17	Berlin	5
2	Canterbury	Smith		Northford	6
	East Windsor	Warehouse Point		Sharon	1
	Morris	1	18	Essex	
3	New Haven	Morris Cove		Kent	Bull's Bridge
	Berlin	5		Northford	6
	Granby	2	19	Berlin	8
4	Kent	2		New Haven	Morris Cove
	Essex			Brookfield	6
5	North Branford	6	20	Sharon	Graded
	Newtown	South Center		Monroe	Center
	Kent	6	21	Mansfield	8
6	New Canaan	3		Preston	9
	Trumbull	Nichols		East Windsor	Warehouse Point
7	Southbury	Pohtatuck	22	Hebron	9
	Sherman	3		Lisbon	5
	Trumbull	Upper Long Hill		Killingworth	Union
8	Sherman	2	23	Oxford	Center
	Waterford	Graniteville		Monroe	Stepney Depot
9	Bethany	Center		Griswold	
	Plainfield	1	24	East Windsor	County Home
	Mansfield	Eagleville		Sharon	Graded
10	Brookfield	1		Kent	2
	Canterbury	9	25	Trumbull	North Long Hill
11	Sharon	Graded		Sharon	Graded
	Griswold	9		Newtown	Middle Gate
	Sherman	3	26	Griswold	5
12	Newtown	Huntington		Kent	2
	Lyme	3		Redding	
13	Brookfield	6	27	Newton	Hopewell
	Monroe	Eastern		Middletown	West Long Hill
14	Berlin	4	28	Granby	West Granby
	Newtown	North Center		Newtown	Sandy Hook
	Plainfield	Stone Hill	29	Kent	6
15	North Canaan	2		Kent	13
	Newtown	Huntington	30	Hebron	10
16	Norwich	County Home		Killingworth	Lane
	New Milford	2			

AUDUBON LIBRARIES

Library	Town	District	Library	Town	District
1	Killingly	1	5	Haddam	Center
	New Haven		6	Bloomfield	Center
	Goshen	West Goshen		Stamford	
2	Southbury	Transylvania	7	Southington	
	Fairfield	Southport		Morris	1
3	East Hartford	So. Burnside		Southbury	White Oak
	Harwinton	2	8	Morris	1
	Chester	North		Mansfield	1
4	Canton	East Hill		North Branford	5
	Canton	West	9	Salem	4

Library	Town	District	Library	Town	District
9	Sherman	6	13	Windsor	9
10	New Haven			Stamford	Glenbrook
	Fairfield	Southport	14	Mansfield	1
	Goshen	Center		Westbrook	Center
11	Southbury	White Oak	15	Sherman	2
	Canton	East Hill	16	Willington	7
12	Chester	South	17	Norwalk	Center
	Bethel	Grassy Plain	18	Easton	8

LEEDS LIBRARIES

Library	Town	District	Library	Town	District
1	Redding		8	Newtown	Sandy Hook
	Canton	Center		Woodstock	
	Newtown	Middle Gate		Oxford	Center
2	Winchester	No. 7	9	Oxford	Center
	Hartland	Center		Haddam	Haddam Neck
	New Hartford	Nepaug	10	Newtown	Sandy Hook
	Woodstock	12		Sprague	
3	Winchester	7	11	Salem	
	Newtown	Middle Gate		Hartland	Center
	Canton	Center	12	Canaan	9
4	Newtown	Middle Gate		Salem	
	Granby		13	Killingworth	Center
	Canton	North Canton	14	Cornwall	
5	North Branford			East Granby	
	Winchester	7	15	Westport	
	East Windsor	Broad Brook	16	Haddam	
6	East Windsor	Broad Brook		Killingworth	Center
	Avon	3	17	East Granby	
	Barkhamsted	Pleasant Valley	18	Warren	
7	Hartland	1	19	Winchester	7
	Redding	Center	20	Newtown	Sandy Hook

LECTURES AND STEREOPTICON SLIDES

The Audubon Society has placed three lectures and illustrating slides in charge of the committee. Below will be found a record of the lectures and slides for the year.

Lecture	Town	No. Present	Lecture	Town	No. Present
1	Brookfield	39		Torrington	70
	Berlin	115		New Haven	55
	Sterling	50		Clinton	36
	South Norwalk	120		Farmington	148
	Norwalk	102		Middletown	40
	Newtown	20		Danbury	120
	Farmington	94		Sharon	84
	Middle Rowayton	75		Norwalk 4 lectures	242
	Gaylordsville	52		Winsted 2 lectures	307
	Danbury	40		Chester	100
	Manchester	35		Middle Haddam	75
	Central Village	200		Bridgeport	425
	Abington	50		Cromwell	125
2	Meriden	110		South Britain	36
	Higganum	188		Wethersfield	150
	Haddam	52		Sound Beach	51
	New Haven	212		Meriden	80

Lecture	Town	No. Present	Lecture	Town	No. Present
	Naugatuck	158		Norwalk	102
	Stafford Springs	240		Bridgeport	425
	Falls Village	100		Meriden 3 lectures	1,218
	Willimantic	60		Middle Rowayton	75
	West Hartford	200		Windsor Locks	184
	Cheshire	100		New Haven	1,000
	Bridgeport	100		Redding	58
	Windsor Locks	77		New Haven	40
	Bristol	63		Abington	50
	North Guilford	90		Rocky Hill	110
3	Lime Rock	65		Stratford	21
	Norwalk	..			

Through the courtesy of the Museum of Natural History of New York, lectures and accompanying slides have been received. The slides and lectures are loaned upon condition that there be no charge for admission. A detailed statement of the use of these slides in the year is given.

Lecture	Town	No. Present	Lecture	Town	No. Present
188	Hartford	160	203A	Naugatuck	277
	Naugatuck	108		Hartford	125
	Hartford	13		Hartford	205
	Hartford	30		Windsor Locks	207
	Hartford	45	203B	Naugatuck	150
	Windsor Locks	207		New London	900
	Willimantic	65		Woodbury	81
	Hartford	26		Hartford	200
189	Hartford	..		Sharon	64
	Naugatuck	85		Windsor Locks	62
	Hartford	13	204	Naugatuck	57
	Plymouth	140		Willimantic	..
	Winsted	155	235	New Haven	410
	Willimantic	60		Naugatuck	175
	East Haven	200		Greenwich	674
	Hartford	15		Willimantic	60
190	Naugatuck	100		Scotland	206
	East Haven	180		Litchfield	150
	Taftville	94	239A	Naugatuck	182
191	Naugatuck	100		Greenwich 3 lect.	939
	Greenwich	618		East Haven	230
	Hartford	45		Willimantic	60
	Windsor Locks	207	239B	Naugatuck	183
	Hartford	26		Naugatuck	348
	Willimantic	..		Greenwich	625
192	Naugatuck	231		Hartford	42
	Windsor Locks	213		Willimantic	50
	Berlin	74	200A	Scotland	140
	Hartford	45		Greenwich	742
	Willimantic	80		Willimantic	60
	Hartford	26		Hartford	..
197B	East Haven	50	Our Native		
	Naugatuck	183	Birds	East Haven	200
197C	East Haven	230		Wethersfield	150
	Naugatuck	182		Redding	52
	Windsor Locks	207		Rocky Hill	110
	Willimantic	..	Mammals	East Hampton	318
				Greenwich	802
				Naugatuck	163

From the table on pages 232-264 the following summary is made:

TABLE VIII

Year	Number of free libraries	Number of subscription libraries	Total number of libraries	Number of free public under State law	Number of volumes in all	Circulation	Additions in the year	Expended for salaries	Expended for books	Expended for periodicals	Total expenditure salaries, books and periodicals	Number of library b'ldings	Number of reading rooms
1897	77	54	131	41	593,221	1,598,195	52,365	\$50,197.93	\$35,058.31	\$23,015.81	\$108,272.05	51	58
1898	85	50	135	47	665,238	1,739,755	51,399	57,382.94	36,280.27	6,203.48	99,866.69	54	60
1899	91	50	141	51	711,529	1,835,608	50,987	52,275.34	34,098.50	6,224.66	93,197.90	58	60
1900	102	39	141	59	740,600	1,894,511	49,068	58,340.03	37,863.22	7,828.73	104,031.98	65	69
1901	110	33	143	62	826,822	2,062,341	62,010	66,803.67	38,464.57	8,474.08	113,742.32	70	71
1902	119	25	145	69	842,631	2,086,941	55,991	71,579.87	42,407.33	8,184.77	122,171.97	75	70

The Connecticut Public Library Committee has in the past year expended \$5,393 for the purchase of 5,853 books.

The number of volumes in the 68 libraries connected with the State was 218,285 and the circulation was 600,366.

In the 144 public libraries there were 842,631 books, which had a circulation of 2,086,941. To these libraries there were added 55,991 volumes.

The committee has also circulated forty libraries, the generous contribution of the Colonial Dames of America. As will be seen by the table on page 243 these libraries have been used in 77 schools. The books in these libraries are mostly historical. The reports from teachers show how much such libraries are needed and how deeply they are appreciated by teachers and scholars.

This society has also entrusted to the committee 27 portfolios. The pictures in these portfolios have been arranged and listed to be useful for school work. These have been sent to 62 schools. Most of the schools receiving these portfolios are in the country where few aids to teaching are available.

The Audubon Society of Connecticut has also generously contributed 18 libraries and the location of these libraries is indicated on page 243. Most of the books in these libraries relate to birds and all to natural history. The committee also distributed leaflets furnished by this society. These leaflets are adapted to younger children and have been widely read. The books and leaflets have been useful in suggesting the proper attitude of children toward birds and have stimulated their interest in sensible natural history.

To communities in which a public library is not available the libraries donated by Mr. Charles H. Leeds have been sent. These libraries are traveling libraries, going from place to place once in three months and thus reaching a large circle of readers. The number of books in these libraries is 506 and the reported circulation about 7,000.

The number of school libraries has increased in ten years from 461 to 833 and the number of books from 83,128 to 197,791. The committee has given advice and assistance to teachers and has, at the request of teachers and committees, expended considerable sums for books and apparatus.

The experience of the committee justifies the suggestion that a part of the state school library grant might be profitably expended for traveling school libraries.

School libraries never attain their highest usefulness unless children are taught how to use books. In every school children should be trained to the use of books, especially books of reference. Then the library will be a necessary part of school equipment. The teacher should know the best books of reference and the books best illustrating the school subjects, and if so trained would be competent from time to time to select the books which such a library needs.

EQUAL SCHOOL PRIVILEGES

Evidently additional legislation is necessary to give all children of the state equal school opportunities. Towns are required to maintain public schools, and to those schools the children must go unless private schools are preferred. Our experience is that the maintenance imposed by law is a slight burden in one town and an exceedingly heavy burden in another. If the state insists that all towns maintain high and equal schooling for all, it is incumbent upon the state to provide the means needed to attain this standard in those localities where the requirement exceeds the local ability to meet it. There are towns where it is impossible to provide trained teachers, because the school appropriation is very large but is quite insufficient to pay what good teachers justly demand for their services. Many of our country communities are, relatively speaking, poor. The tax-rate is high, the amount collected is small, and the town officers find it exceedingly difficult to make the two ends of income and expenditure meet. According to

their means they do much more for public schools than those living in large cities and towns. In spite of their efforts enough is not available to equip and maintain the best schools. The question is, shall the state do more? This is not a question to be answered offhand, because a state grant may interfere with the intelligence and self-reliance which the different communities should possess and which should be encouraged and confirmed rather than discouraged. Certainly the state should not grant money unless the town has done what is possible by organizing its school on an economical basis, and by economy we do not mean stinginess, but an expenditure which secures a profitable outcome.

UNION OF SCHOOLS

The first effective administrative device is the union of schools.

There is an inherited but unjustifiable multiplication of school units. There are towns which can hardly support one school, but are indulging in the suicidal luxury of four or five. In many cases the weaker schools are dependent upon the heavier taxation of a populous center. In other and more numerous cases all are in a limp condition by the lack of proper nutriment. What is needed is a union of schools and transportation. There are towns which have united their schools and bunched the children, and this process, extended much farther, would be fruitful of great results. In practice there is no obstacle. Expenses are reduced, tardiness wiped out, all avoidable absence prevented, and good schools are the outcome. Comfortable conveyances with responsible drivers and caretakers are provided. The school wagon starts from the farthest end of the district, follows the main road, diverges to all important branch roads, takes the children practically from their own doors, leaves them in good season at the schoolhouse, and at the close of school takes them safely and comfortably home, avoiding serious exposure in bad weather. The united interest of many parents in the one school compels a good schoolhouse with good apparatus and appliances. A good teacher who can organize the school, a good course of study, and a completion of the course and final ability to go to a high school become necessities.

SUPERVISION

Supervision is another powerful means of securing efficiency.

At present the legal supervision of schools is not in the hands of experts, but of men who visit the schools twice in a term. School work is merely an addition to some other occupation, trade, or business, and is feeble and practically worthless.

A supervisor can organize an educational policy and promote the effective execution of this policy. He can see that the course of study is continuous and uniform, and that the deficiencies of teachers do not injure the children. The competent supervisor who gives constant attention to the school and continues in office can, even with teachers who are not well trained, greatly improve schools.

COUNTRY SCHOOLS

The country schools need not be pale and faded imitations of the city schools. A school with all grades in one room, well organized and taught, is as good a school as the one-grade school in a highly organized system. There will be differences due to the necessities of organization, but the teaching and the outcome may be just as good in one as in the other.

The country school with all its classes is in some respects a model. It is possible to consider the aptitudes of pupils, to give to the varied powers of each a fair chance of healthy life. The teacher knows each pupil, and school life is surrounded and supplemented with as many and varied encouragements to wholesome activity as possible. The natural preference of each pupil can be considered. We need not be too careful to determine these preferences nor feel disheartened if some children are attracted to pursuits which seem least useful or appropriate. All healthy forms of mental activity can be placed within reach, and the children encouraged to select freely. We may draw this lesson from scientific method, that children's intellects and emotions thrive best when exposed to variable conditions, for then and only then have they a chance of turning to those which are fittest. Teachers may congratulate themselves when they find one child showing genuine interest in anything good, and should despair and search for their failure if they find a child interested in nothing,—for there is a defect either in plan or influence, and both need to be amended.

CHARLES D HINE

LD 901

R ELLIN

DR VES

JHESTER



DNBURY



LD SOME

OR ELLING

OR VER

CHESTER



ONBURY

MARLE



FREE LIBRARY, BERLIN



READING ROOM, FREE LIBRARY, BERLIN



BOOK ROOM, LOOKING INTO READING ROOM, FREE LIBRARY, BERLIN



EAST BERLIN, TOWN OF BERLIN
(Library occupies one room)



INTERIOR, EAST BERLIN



KENSINGTON (BERLIN) LIBRARY (Exterior)





KENSINGTON (BERLIN) LIBRARY (interior)



BRANFORD LIBRARY, EXTERIOR



BRANFORD LIBRARY. INTERIOR





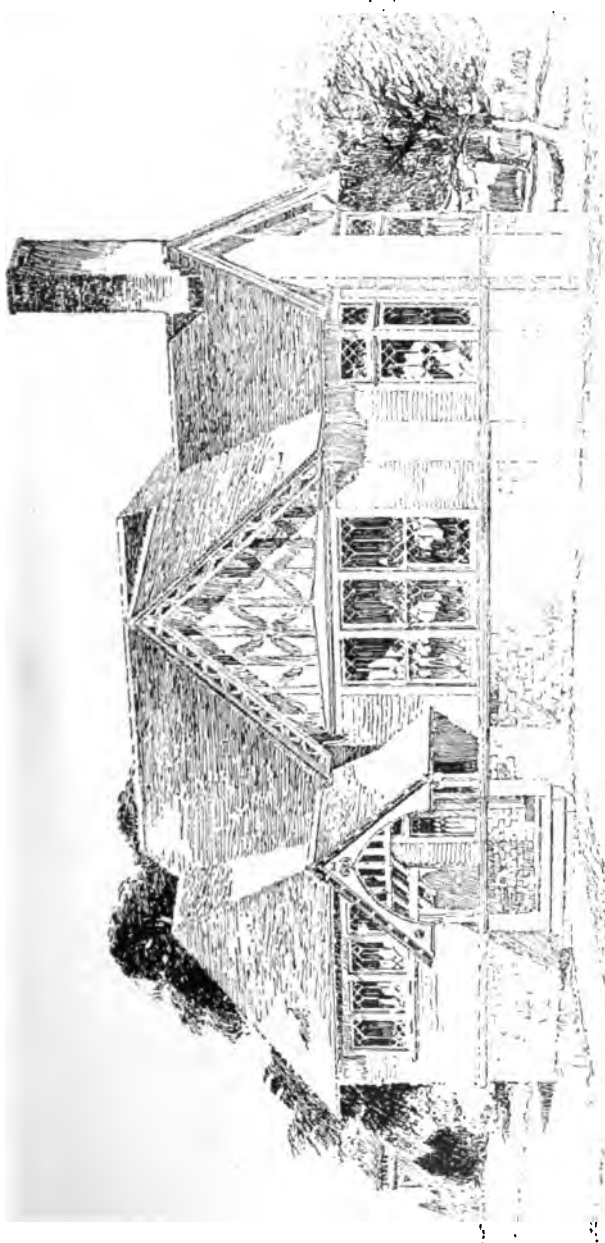
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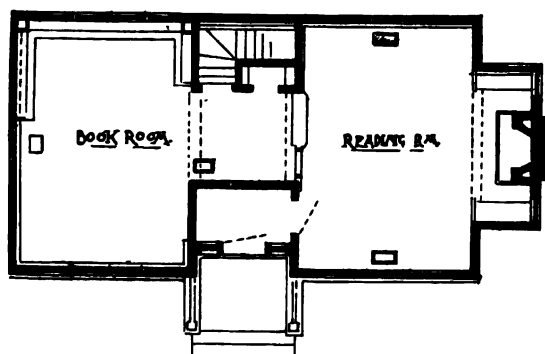
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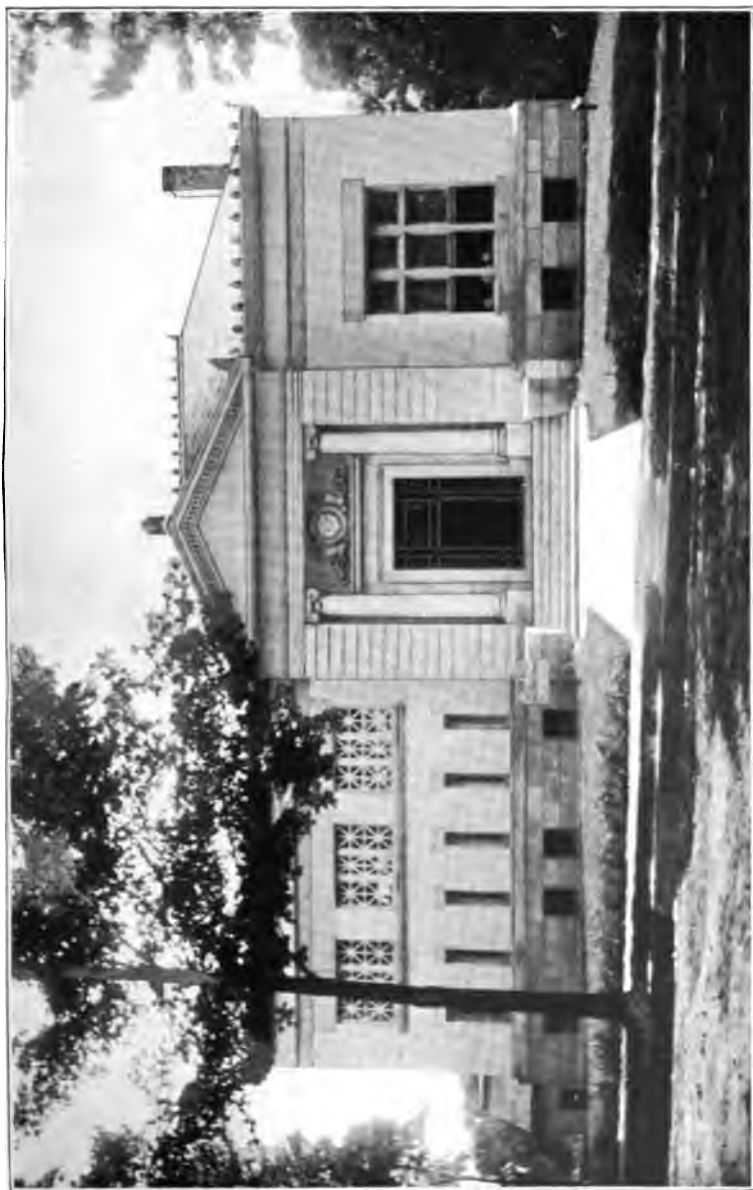
LIBRARY ESSEX CONN
J W NORTHROP ARCHT
BRIDGEPORT CONN





LIBRARY, ESSEX (First Floor)





PUBLIC LIBRARY, GREENWICH





NOYES MEMORIAL BUILDING, LITCHFIELD





NOYES MEMORIAL BUILDING, LITCHFIELD (Interior)





E C SCRANTON MEMORIAL LIBRARY, MADISON





READING ROOM, E C SCRANTON MEMORIAL LIBRARY, MADISON





CURTIS MEMORIAL LIBRARY, MERIDEN





DELIVERY DESK AND STACK ROOM, CURTIS MEMORIAL LIBRARY, MERIDEN





DELIVERY ROOM AND WEST READING ROOM, CURTIS MEMORIAL LIBRARY, MERIDEN





EAST READING ROOM, CURTIS MEMORIAL LIBRARY, MERIDEN





BEACH MEMORIAL LIBRARY, NEWTOWN





INTERIOR BEACH MEMORIAL LIBRARY, NEWTOWN





INTERIOR BEACH MEMORIAL LIBRARY, NEWTOWN





HIGH BOY, BEACH MEMORIAL LIBRARY, NEWTOWN





PHOEBE GRIFFIN NOYES MEMORIAL LIBRARY, OLD LYME





PHOEBE GRIFFIN NOYES MEMORIAL LIBRARY, OLD LYME





READING ROOM, PHOEBE GRIFFIN NOYES MEMORIAL LIBRARY, OLD LYME





MUSEUM ROOM, PHOEBE GIFFIN NOYES MEMORIAL LIBRARY, OLD LYME





PUBLIC LIBRARY, ROCKY HILL



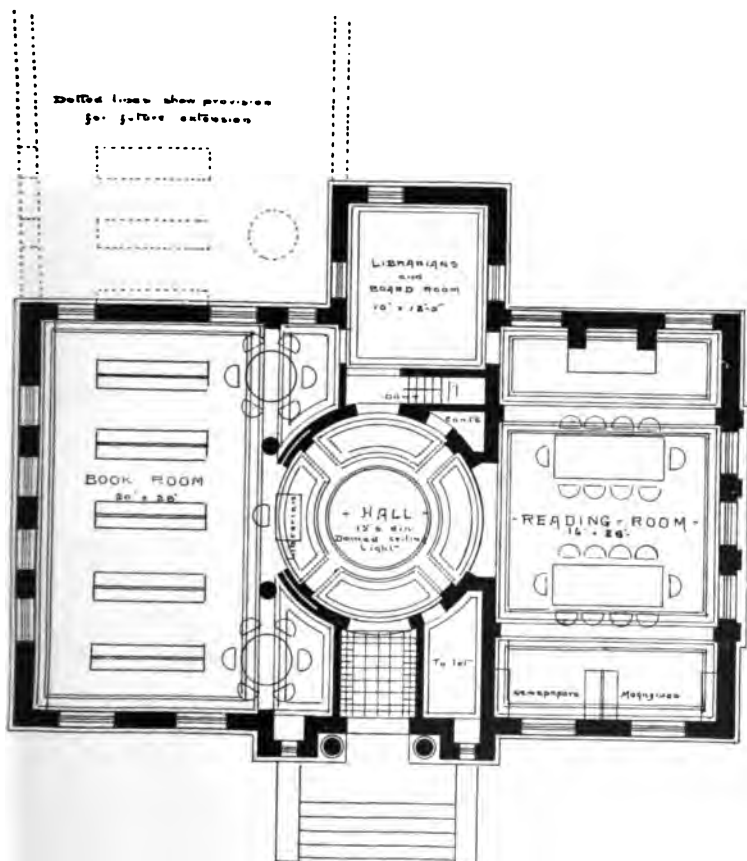
SOMERS FREE PUBLIC LIBRARY, SOMERS





SOUTHINGTON LIBRARY





PUBLIC LIBRARY, SOUTHINGTON

Wilson Potter, Architect, New York





SOUTHINGTON — INTERIOR



SOUTHINGTON — INTERIOR





PUBLIC LIBRARY, STAFFORD SPRINGS

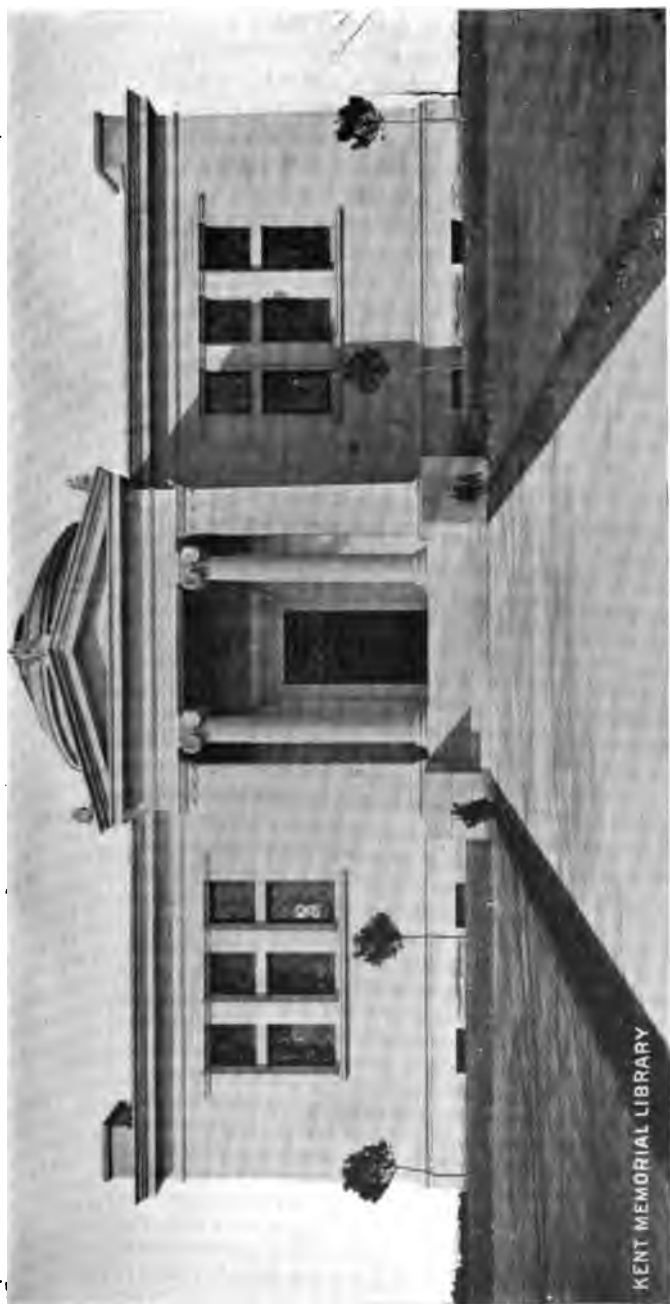




INTERIOR PUBLIC LIBRARY, STAFFORD SPRINGS



READING ROOM, LIBRARY BUILDING, STAFFORD SPRINGS, CONN.

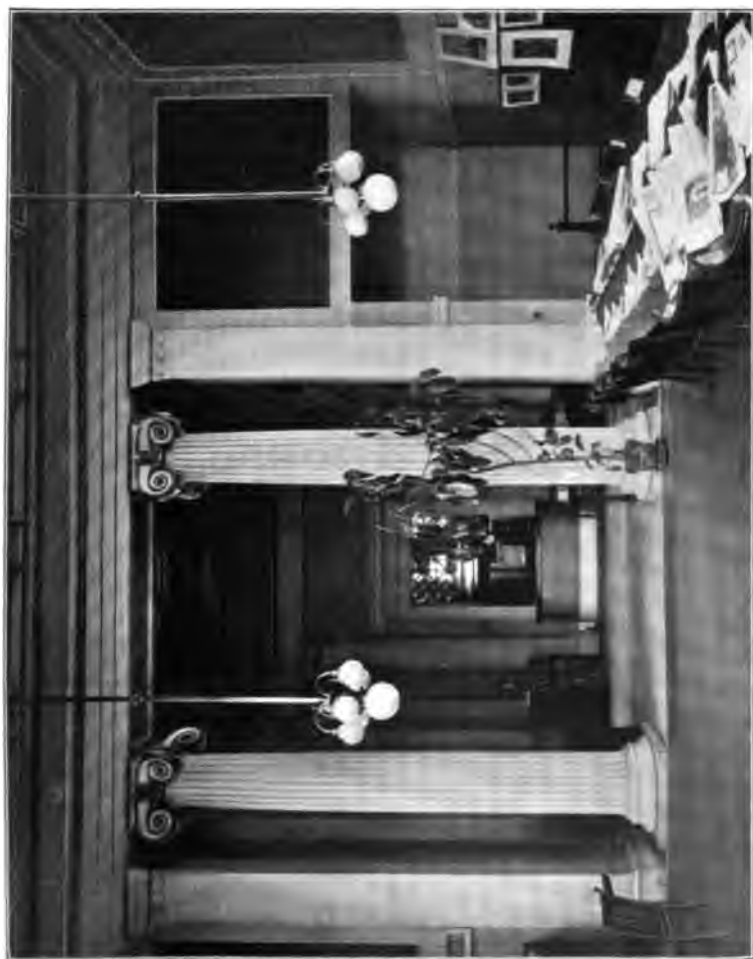


KENT MEMORIAL LIBRARY, SUFFIELD

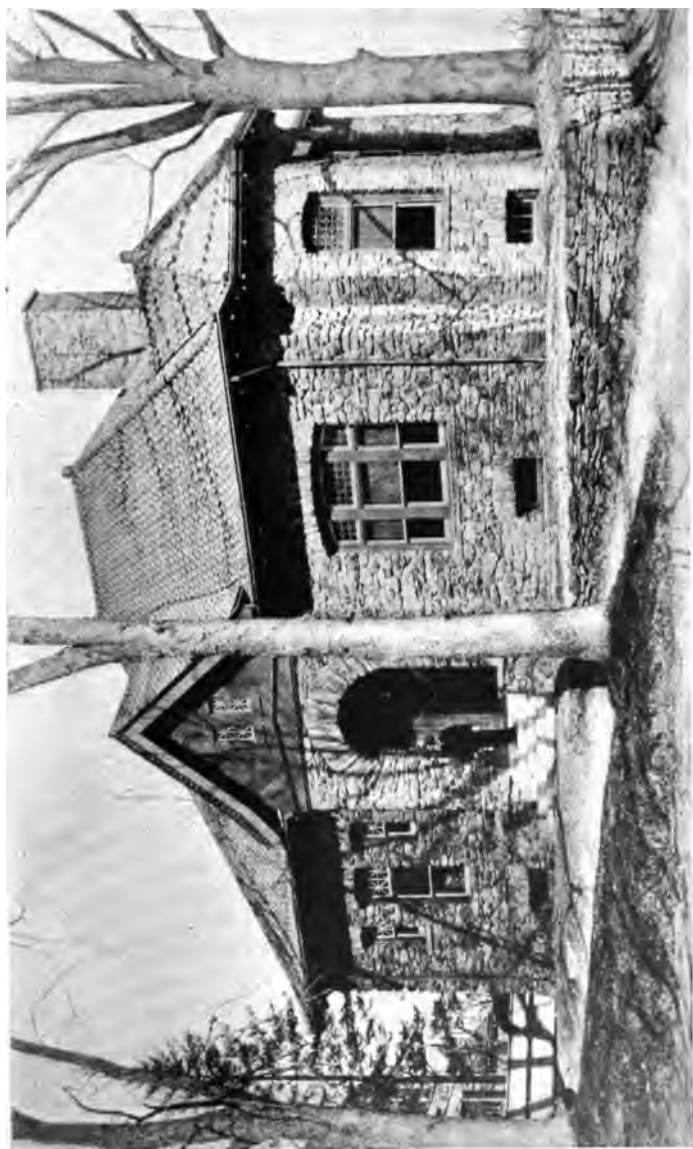
KENT MEMORIAL LIBRARY



READING ROOM, KENT MEMORIAL LIBRARY, SUFFIELD

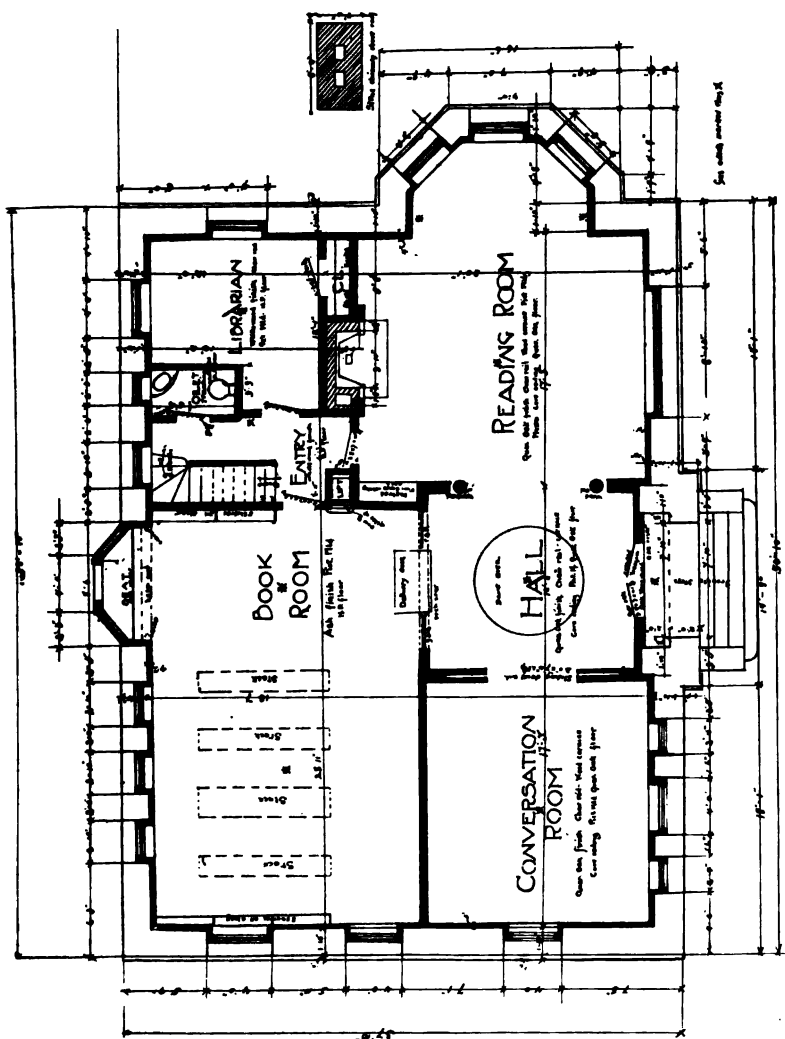


READING ROOM LOOKING TOWARD DELIVERY DESK, KENT MEMORIAL LIBRARY, SUFFIELD



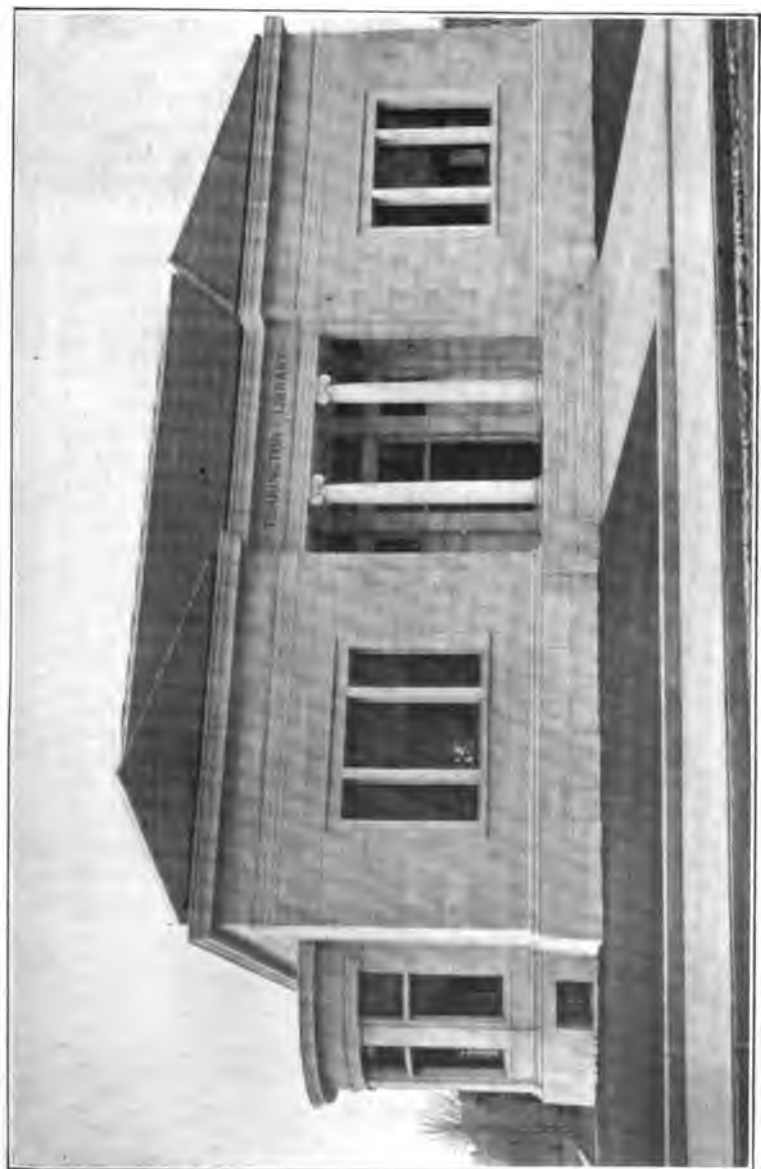
THOMPSON PUBLIC LIBRARY



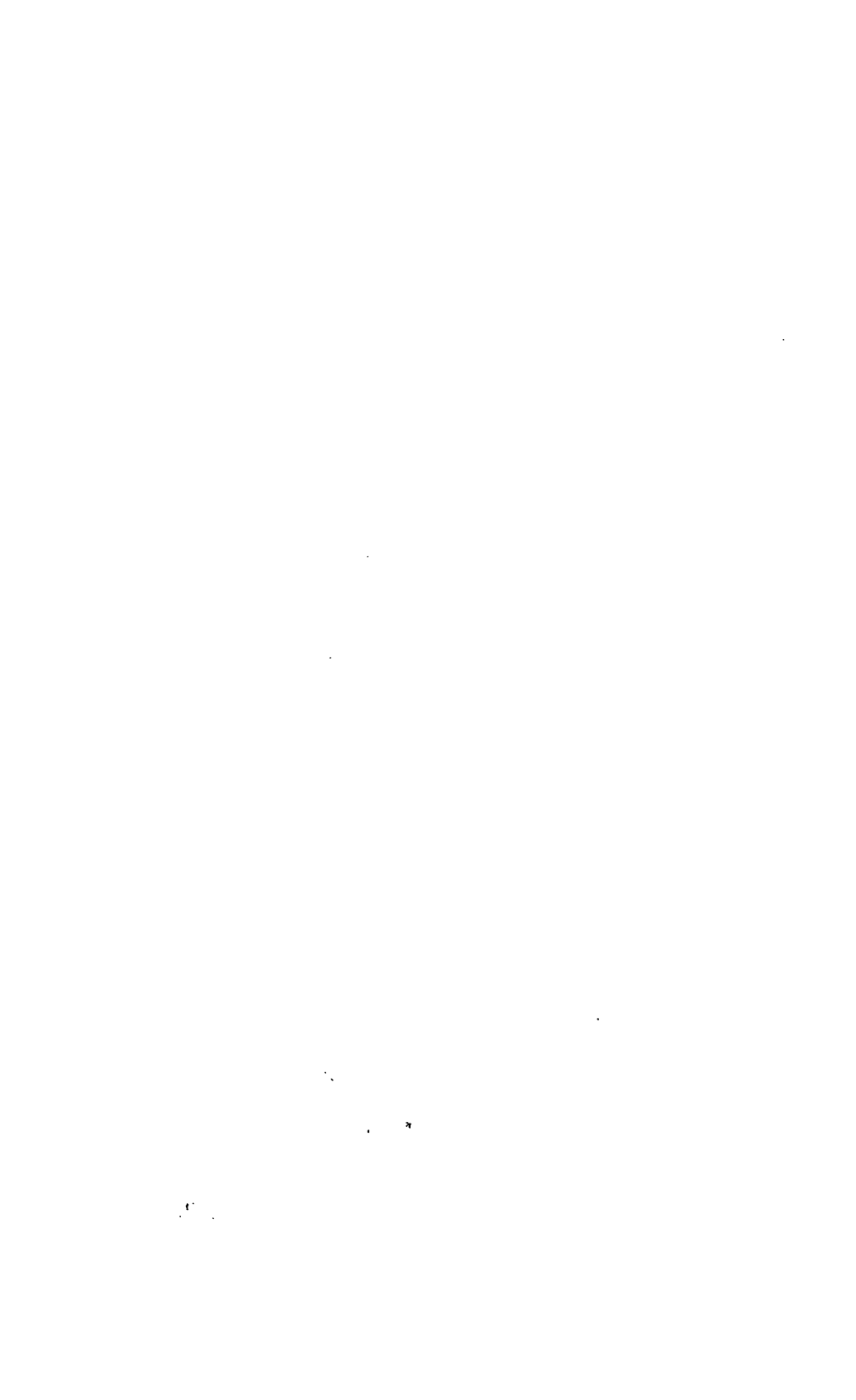


FIRST FLOOR THOMPSON LIBRARY

Gay & Proctor, Architects



PUBLIC LIBRARY, TORRINGTON





INTERIOR TORRINGTON LIBRARY



INTERIOR TORRINGTON LIBRARY

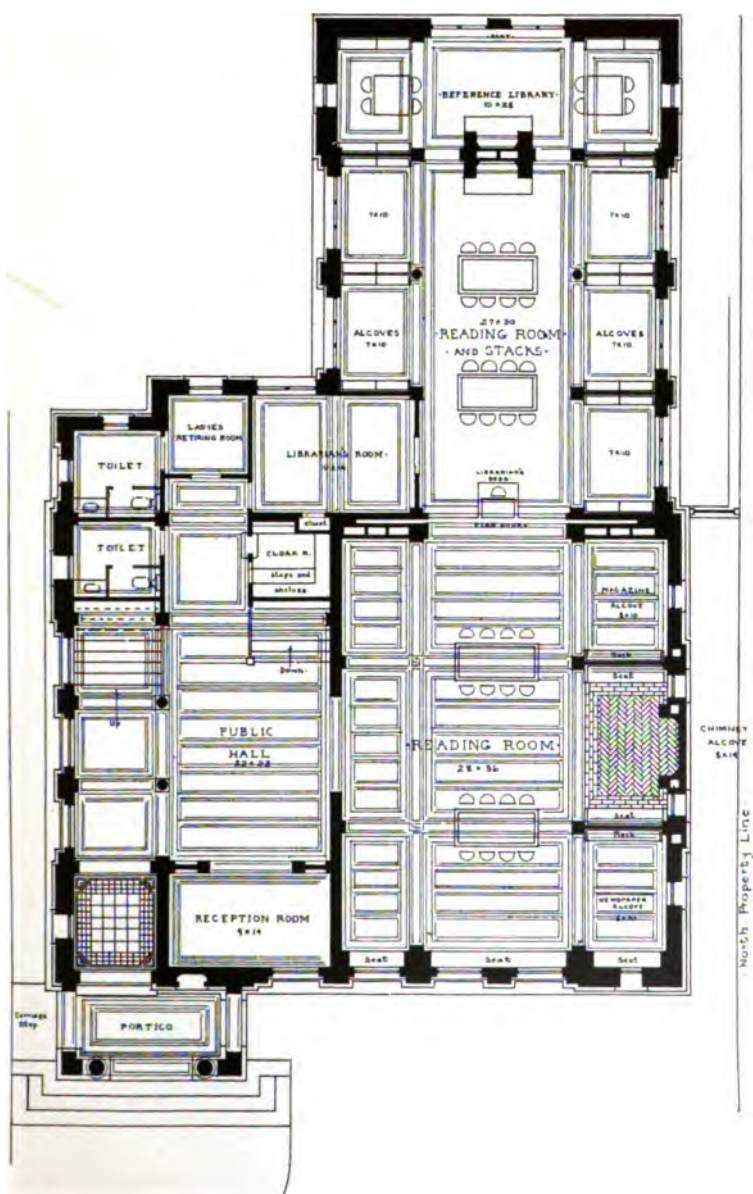


MUSEUM, TORRINGTON LIBRARY



WALLINGFORD LIBRARY BUILDING

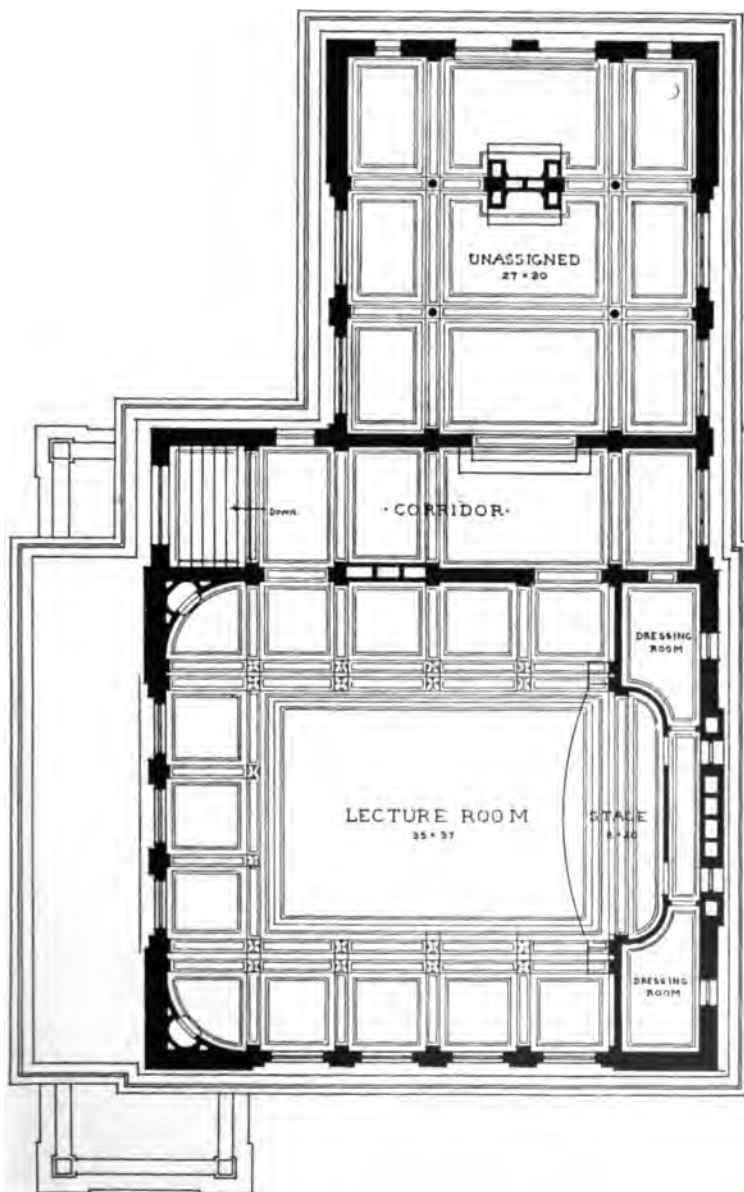
Wilson Potter, Architect



LIBRARY BUILDING, WALLINGFORD

Wilson Potter, Architect, New York

1



LIBRARY BUILDING, WALLINGFORD

Wilson Potter, Architect, New York





BEARDSEY LIBRARY, WINSTED, TOWN OF WINCHESTER



READING ROOM, BEARDSLEY LIBRARY, WINSTED





READING ROOM, OPENING INTO OFFICE AND STACKROOM, BEARDSLEY LIBRARY, WINSTED



DELIVERY ROOM, BEARDSLEY LIBRARY, WINSTED

LIBRARY STATISTICS

TABLE I—REPORT

TOWN	NAME OF LIBRARY	Date of establishment	Free or subscription	Number of volumes	ADDITIONS DURING YEAR		Average number of borrowers' cards in use
					By purchase	By gift	
1 Andover	Andover Public Library	1895	free	2,300	.....	60	8
2 Ansonia	Ansonia Library	1896	free	8,843	306	233	2,000
3 Ashford	Babcock Library	1865	free	3,850	60	.....	40
4 Berlin	Berlin Free Library	1892	free	2,422	186	.....	.....
5 Berlin	East Berlin Library Association	1856	subscription	629	30	20	40
6 Berlin	Peck Memorial Library	1829	free	.....	.....	.....	.....
7 Bethlehem	Bethlehem Library Association	1857	free	211	88	2	20
8 Branford	James Blackstone Memorial Library	1893	free	13,450	1,570	156	1,867
9 Bridgeport	Bridgeport Public Library and Reading-room	1881	free	38,140	1,748	179	17,000
10 Bristol	Free Public Library	1892	free	10,246	665	214	1,000
11 Brooklyn	Brooklyn Town Library Ass'n	1890	free	2,346	180	10	.....
12 Burlington	Burlington Public Library	1896	free	786	76	....	100
13 Canaan	David M Hunt	1892	subscription	2,992	92	29	45
14 Chatham	Chatham Public Library	1898	free	2,063	100	206	200
15 Chatham	Middle Haddam Public Library	1892	free	531	.....	.....	5
16 Cheshire	Cheshire Public Library	1892	free	1,959	183	177	55
17 Chester	Chester Public Library	1896	free	2,696	85	104	200
18 Clinton	Morgan Library Association	1873	subscription	.....	.....	.....	.....
19 Colchester	Colchester Library Association	1856	subscription	3,300	53	.....	.....
20 Columbia	The Saxton B Little Free Library	1883	free	6,000	402	150	300
21 Cornwall	Cornwall Library Association	1869	subscription	2,988	60	8	35
22 Coventry	Porter Library Association	1886	subscription	410	.....	10	12
23 Coventry	South Coventry Library Ass'n	1880	subscription	2,620	.....	54	40
24 Cromwell	Belden Library Association	1888	subscription	1,213	26	10	30
25 Danbury	Danbury Library	1869	free	15,405	287	54	2,286
26 Darien	Darien Free Library Ass'n	....	subscription	590	90	500	3 daily
27 Durham	Durham Public Library	1894	free	2,449	290	59	200
28 East Haddam	East Haddam Public Library	1888	free	5,000	28	51	150
29 East Hartford	East Hartford Public Library	1896	free	3,867	237	227	450
30 East Lyme	Niantic Public Library	1888	subscription	1,000	.....	.....	25
31 East Windsor	Warehouse Point Library Ass'n	....	subscription	1,000	22	2	50
32 Eastford	Eastford Town Library	1887	free	1,185	80	3	15
33 Ellington	Ellington Public Library	1881	free	1,789	7	128	159

LIBRARIES, 1901-1902

STATISTICS OF BOOKS CIRCULATED					Days and hours of opening	Access to shelves	Name of librarian or officer reporting	P. O.	
Total circulation	Non-fiction	Fiction	Children's stories	Other books for children					
1,000					Thursdays, 6-8 P.M.	yes	Mary E Hyde	Andover	1
36,199	4,630	19,450	9,839	2,280	Daily except Sun. and legal holidays, 10 A.M.-9.30 P.M.	no	Anna Hadley	Ansonia	2
					Thursdays, 8 A.M.-8 P.M.	yes	Peter Platt	Warrenville	3
3,744	805	1,621	1,312		Wednesdays, 3-5 and 7-9 P.M.	yes	Emily Brandegee	Berlin	4
	83	530	36		Wednesdays, 7-8 P.M.; Saturdays, 4-6 P.M.	yes	Georgiana A Kelsey	East Berlin	5
					Wednesdays and Saturdays, 3-5 and 8-10 P.M.		Mrs W W Cornwall	Kensington	6
1,060	232	462	208	158	Saturdays, 3-5 P.M.		Alice E Bird	Bethlehem	7
38,914	11,851	17,931	9,132		Daily, 8.30 A.M.-9 P.M.	no	H M Whitney	Branford	8
71,912		63 p. ct.			Daily except legal holidays, 9 A.M. to 9.30 P.M.	no	Mrs Agnes Hills	Bridgeport	9
34,444	9,611	17,590	7,243		Daily 9 A.M.-1 P.M. and 2-9 P.M.	yes	C L Wooding	Bristol	10
4,664	1,101	3,178	385		Saturdays, 2.30 to 5 P.M.	no	Lillian Luce	Brooklyn	11
1,219					Friday, 7-8 P.M.; Sunday, 1 P.M.	yes	John A Reeve	Burlington	12
1,510		1,259	52		Monday, Wednesdays, and Saturday, 2-5 and 6-9 P.M.	yes	C Belle Maltbie	Falls Village	13
6,218	690	2,696	965	167	Monday, 7-9 P.M. Wednesday, 5-7 P.M. Sat., 2-6 P.M. Saturdays, 4-5 P.M.	yes	Margery A Abell	East Hampton	14
					Tuesdays and Fridays, 3-5 P.M.	yes	Dr G N Lawson sec'y and Treasurer	Middle Haddam	15
4,800	25 p. ct.	75 p. ct.			Wednesdays, 7-9 P.M.; Saturdays, 2-4 and 7-9 P.M.	yes	Mary E Baldwin	Cheshire	16
5,100	20 p. ct.	80 p. ct.	5 p. ct.	5 p. ct.		no	Mrs Mary E Denison	Chester	17
								Clinton	18
9,811					Wednesdays and Saturdays, 3-5 and 7-9 P.M.	yes	Abby G Willard	Colchester	19
2,800					Friday afternoon and evening.	partial	Alanson H Fox	Columbia	20
790					Saturdays, 2.30-5 P.M.	yes	Mary J Whitney	Cornwall	21
					When people ask.	yes	Miss F J Kingsbury	Coventry	22
1,818					Tuesdays, 6-8 P.M.; Saturdays, 4-8 P.M.	yes	Hattie E Coombs	South Coventry	23
311					Tuesdays, 5-6 and 7-9.30 P.M.	2 days in week	Sarah M Savage	Cromwell	24
43,589	1,948	27,109			Daily, 10 A.M.-1 P.M., 3-6 and 7-9 P.M.	2 days in week	Mrs C H Sanford	Danbury	25
					3-9 P.M. except Sundays and holidays.	yes	Lucretia B Cullen	Darien	26
4,960	20 p. ct.	65 p. ct.	5 p. ct.	10 p. ct.	Tuesdays, 3-5 P.M.; Saturdays, 3-5 and 7-9 P.M.	yes	Mrs Gertrude L Hart	Durham	27
5,688	1,922	3,766	904	390	Daily, 2-9 P.M.	yes	Nellie E Chaffee	Moodus	28
17,732	2,087	8,892	6,804		Tuesdays, Thursdays, and Saturdays, 2-5.30 and 7-8.30 P.M.	partial	Jessie Warren Hayden	East Hartford	29
					Monday and Thursdays, 4-7 P.M.	yes	Mrs M E Bond Dart	Niantic	30
					Daily, hours when post-office is open.	no	William J Brewster	Warehouse Point	31
779	141	443	11		Fridays, 2-5 and 7-8.30 P.M.	yes	Mrs M B Whitaeay	Eastford	32
3,974					Wednesdays and Saturdays, afternoon and evening.	yes	Elizabeth L Kibbe	Ellington	33

TABLE I — REPORT

TOWN	NAME OF LIBRARY	Date of establishment	Free or subscription	Number of volumes	ADDITIONS DURING YEAR		Average number of borrowed cards in use†
					By purchase	By gift	
34 Enfield	Enfield Free Public Library	1884	free	2,973	131	128	169
35 Essex	Public Library	1890	subscription	1,364	65	85	95
36 Essex	Ivoryton Library	1871	subscription	1,570	25	50	40
37 Fairfield	Fairfield Memorial Library	1876	free	2,725	.....	.....	.....
38 Fairfield	Pequot Library	1894	free	23,646	273	1,692	350
39 Farmington	Village Library	1890	free	4,390	47	128	300
40 Farmington	Unionville Library	1902	free	.....	.....	.....	.....
41 Glastonbury	Glastonbury Free Pub Library	1895	free	1,866	56	105	300
42 Granby	Frederick H Cosmitt Library	1889	free	3,703	101	118	25
43 Granby	Granby Public Library	1887	free	1,800	37	35	40
44 Granby	West Granby Library	1895	free	307	.....	.....	3
45 Greenwich*	Pemberwick Library	1880	free	.....	.....	.....	.....
46 Greenwich	Greenwich R R & Lib Ass'n	1877	free	6,862	37	147	829
47 Griswold	Coit Library	....	free	1,900	50	10	20
48 Griswold	Slater Library	1884	free	3,645	71	1	200
49 Groton	Bill Memorial Library	1888	free	4,102	176	62	.....
50 Groton	Mystic and Noank Library	1892	subscription	5,243	.....	100	300
51 Guilford	Guilford Free Library	1888	free	1,335	55	5	200
52 Haddam	Haddam Library Association	1887	free	1,465	50	60	.....
53 Hampton	Hampton Town Library	1856	free	1,790	22	50	47
54 Hartford	Hartford Public Library	1892	free	74,000	5,541	421	12,000
55 Hartford	Watkinson Library of Reference	1858	free	56,600	1,228	535	noncirculating
56 Hebron	Hebron Public Library	1889	free	2,126	115	3	51
57 Huntington	Plumb Memorial Library	1892	free	4,895	150	50	.....
58 Killingly	Free Public Library	1892	free	6,200	72	202	1,000
59 Lebanon	Jonathan Trumbull Library	1887	free	1,672	122	1	175
60 Ledyard	Bill Library	1867	free	3,560	.....	.....	50
61 Litchfield	Wolcott Library †	1865	subscription	.....	.....	.....	.....
62 Litchfield	Litchfield Circulating Library (a)	1870	subscription	3,957	143	20	150
63 Litchfield	Gilbert Library	1892	free	3,500	104	11	70

* Library closed May 1, 1902.

† Library included in 62, though still a distinct corporation.

(a) Made free July 5, 1902.

LIBRARIES — 1901-1902 — Continued

STATISTICS OF BOOKS CIRCULATED				Days and hours of opening	Access to shelves	Name of librarian or officer reporting	P. O.
Non-fiction	Fiction	Children's stories	Other books for children				
1,664	9,983			Tuesdays and Saturdays, 3-5:30 and 7-9 P.M.	partial	Nellie M Killam	Thompsonville 34
				Tuesdays, Thursdays, and Saturdays, 6:30-8 P.M.	yes	Frank R Gallaher	Easex 35
1/2	3/4	200	100	Thursday evenings	yes	Mrs E C Culver	Ivoryton 36
				Wednesdays, 3-5; Saturdays, 6:30-8:30 P.M.	yes	Emma S Nichols	Fairfield 37
4,452	9,977	1,992	*	Daily except holidays, 8:30 A.M.-6 P.M., 7-9:30 P.M.; holidays, 7-9 P.M.	partial	Josephine S Heydrick	Southport 38
3,083	2,702	1,970	*	Wednesdays and Saturdays, 2:30-5 and 7-9 P.M.	yes	Mrs Lillian E Root	Farmington 39
				Tuesdays and Fridays, 2-5 P.M.; in winter, Wednesdays, 7-8 P.M.	yes	Bessie Hogan	Unionville 40
420	2,780			Tuesdays and Fridays, 2-5 P.M.; in winter, Wednesdays, 7-8:30 P.M.	yes	J H Hutchins	Glastonbury 41
325 p. ct.	67 p. ct.	8 p. ct.		Saturdays, 2-5, 6-9 P.M.	yes	Flora A Cushman	North Granby 42
				Saturdays, 4-5, 6-8 P.M.	yes	Mrs A E Edwards	Granby 43
				Sundays, 1 P.M.	yes	Charles F Reed	West Granby 44
							45
2,093	11,992	5,042		Daily, 9 A.M.-12 M., 2-6, 7-9 P.M.	yes	Mary M Miller	Greenwich 46
1/2	3/4			Tuesday afternoon and evening	yes	Charles F Morgan	Griswold 47
1,163	6,605	†		Tuesdays, Thursdays, and Saturdays, 2-5 P.M.; every evening, 6-8 P.M.	no	Mary Young Brown	Jewett City 48
				Tuesdays, 3-6 P.M.; Saturdays, 3-7 P.M.	partial	B A Copp, Treas	Groton 49
				Tuesdays and Thursdays, 2-5:30 P.M.; Saturdays, 2-5:30, 7-8:30 P.M.	no	Miss A A Murphy	Mystic 50
				Wednesdays and Saturdays, 7-8:30 P.M.; Thursdays, 3-4:30 P.M.	no	Miss M G Cornell, sec'y	Guilford 51
				Saturdays, 4-8 P.M.	yes	Miss M E Brainerd	Haddam 52
10 p. ct.	90 p. ct.			Saturdays, 3-5 P.M. in summer; 2-4 P.M. in winter	yes	W H Woodwell	Hampton 53
58,027	111,383	24,258	10,806	Daily, 9 A.M.-8 P.M.; Saturdays, 9 A.M.-9 P.M.	partial	Caroline M Hewins	Hartford 54
				Daily, 9:30 A.M.-5:30 P.M.	yes	Frank B Gay	Hartford 55
569	1,576	604	24	Tuesdays and Fridays, 3-5, 7-9 P.M.	yes	Inez Helen Porter	Hebron 56
761	10,163			Daily, 1-5, 6-9 P.M.	no	Dr Gould A Shelton	Shelton 57
4,809	12,958			Evenings, 6-9; Wednesdays and Saturdays, 2-9 P.M.	to reference books only	Emma C Hammond	Danielson 58
306	1,927	213		Saturdays, 3-6, 7-9 P.M.; Wednesdays, 2-5 P.M. Sats., 2-5, 6-8 P.M. during winter	yes	Hattie M Tucker	Lebanon 59
				Saturday afternoons; Sundays, 12-1 P.M.	yes	Ida Marion Gray	Ledyard 60
							61
				Wednesdays, 11 A.M.-1 P.M.; Saturdays, 3-5:30 P.M.	yes	Katherine Baldwin	Litchfield 62
1,530	2,266			Tuesdays, 3-5 P.M.; Fridays, 7-9 P.M.	no	Levi S Wooster	West St. Northfield 63

* Included under children's stories.

† Included under fiction, nearly half.

TABLE I — REPORT

TOWN	NAME OF LIBRARY	Date of establishment	Free or subscription	Number of volumes	ADDITIONS DURING YEAR		Average number of borrowers' cards in use
					By purchase	By gift	
64 Madison	East River Library Company	1874	subscription	1,520	29	.....	48
65 Madison	E C Scranton Memorial Lib.	1895	free	2,390	36	238	400
66 Manchester	Manchester Public Library	1898	free	1,568	38	136	700
67 Manchester	South Manchester Free Library	1871	free	6,191	315	.....	1,207
68 Meriden	Meriden Public Library	1898	free	5,108	1,370	272	111
69 Middlebury	Middlebury Public Library	1896	free	1,431	51	1	170
70 Middlefield	The Levi E Coe Lib. Ass'n	1893	free	3,468	114	144	35
71 Middletown	Russell Free Library	1874	free	15,509	609	1	600
72 Milford	Taylor Library	1894	free	.....	.....	.....	.....
73 Montville	Raymond Library	1884	subscription	3,432	177	2	41
74 Morris	Morris Public Library	....	free	1,114	240	162	45
75 Naugatuck	Howard Whittemore Memorial Library	1888	free	.....	.....	.....	1,100
76 New Britain	New Britain Institute	....	free	23,835	2,202	402	4,951
77 New Canaan	New Canaan Circulating Library	1877	free	2,793	36	161	202
78 New Fairfield	New Fairfield Free Library	1897	free	433	.....	52	30
79 New Haven	Free Public Library of New Haven	1886	free	56,260	6,395	412	8,659
80 New Haven	Young Men's Institute	....	subscription	18,559	777	188	1,034
81 New London	Pub Lib of New London	1891	free	23,048	1,140	54	.....
82 New Milford	Public Library	1886	free	4,743	372	10	400
83 Newington	Newington Free Library	1895	free	1,612	20	141	125
84 Newtown	.....	1876	.....	.....	.....	.....	.....
85 Newtown	Sandy Hook Free Public Library	....	free	392	67	31	100
86 Norfolk	Norfolk Library	1889	free	12,200	489	211	1,200
87 North Canaan	Douglas Library	1821	free	4,103	122	.....	.....
88 North Haven	Memorial Library	1884	free	2,706	130	10	200
89 Norwalk	City of Norwalk Public Library	1865	free	8,649	474	36	1,600
90 Norwalk	South Norwalk Library and Free Reading-room	1885	free	4,798	109	156	1,290
91 Norwich	Otis Library	1850	free	27,664	1,082	427	5,000
92 Old Lyme	Phoebe Griffin Noyes Library	1872	free	3,035	100	100	150
93 Old Saybrook	Acton Library	....	subscription	7,900	119	184	25
94 Plainfield	Plainfield Library	1890	free	800	.....	.....	25

PUBLIC LIBRARIES

*257

LIBRARIES, 1901-1902 — *Continued*

STATISTICS OF BOOKS CIRCULATED					Days and hours of opening	Access to shelves	Name of librarian or officer reporting	P. O.	
Total circulation	Non-fiction	Fiction	Children's stories	Other books for children					
70	1/8	3/8	1/8	.....	Daily, 2.30-5, 6-9 P.M.	yes	Bertha M Wilcox	East River	64
1,276	1,898	7,214	1,964	.....	Daily, 9-12 A.M.; 3-9 P.M., from June 1 to Nov. 1; 2-9 P.M. in winter	yes	Mary L Scranton	Madison	65
.....	.....	.....	.....	.....	Tuesdays and Thursdays, 3-6 P.M.; Mondays, Wednesdays, Saturdays, 7-9 P.M.	no	Mrs F O Boynton	Manchester	66
1,146	1,676	7,861	6,309	167	Daily, 3-6, 7-9 P.M.	no	Mrs Mary A Easton	So. Manchester	67
1,432	3,856	19,237	8,920	1,226	Daily, 10 A.M.-8 P.M.	yes	Corinne A Deshon	Meriden	68
1,425	222	1,034	.....	.....	Tuesdays, 6.30-9 P.M.; Fridays, 2-5, 6.30-9 P.M.	yes	F S Chamberlain	Middlebury	69
1,441	1 1/2	3/8	.....	.....	Saturdays, 1.30-5 P.M. in summer; 1-4 P.M. in winter	yes	Lucretia A Rockwell	Middlefield	70
1,524	.....	75 p. cl.	.....	.....	Daily, 3-6, 7-9 P.M.	no	Laura F Philbrook	Middletown	71
.....	.....	.....	.....	.....	.....	.....	.....	Milford	72
.....	1/8	3/8	.....	.....	Saturdays, 2-4 P.M.; Sundays, after S. S.	yes	Lucy R P Scholfield	Oakdale	73
.....	20 p. cl.	40 p. cl.	20 p. cl.	20 p. cl.	Saturdays, 2-4 P.M.; 3d and 4th Tuesdays in month, 7-8 P.M.	yes	Eloise M Mason	Morris	74
.....	3,251	17,712	.....	.....	Mondays, Wednesdays, Saturdays, 3-5, 7-9 P.M.	no	Ellen Spencer	Naugatuck	75
1,276	19,810	56,957	33,882	17,622	10 A.M. to 9 P.M., daily.	yes, except for fiction	Anna G Rockwell	New Britain	76
.....	3,146	6,164	.....	.....	Wednesdays and Saturdays, 2-6 P.M.	no	Martha Silliman	New Canaan	77
.....	24	435	161	.....	Saturdays, 2-4 P.M.	no	Lina P Treadwell	New Fairfield	78
.....	97,007	204,057	57,890	20,000	Daily, 9 A.M.-9 P.M.	yes	Willis K Stetson	New Haven	79
.....	12,874	32,420	2,310	76	Daily, 8 A.M.-9 P.M.	yes	William A Borden	Westville	80
1,110	17,760	67,050	† 6,850	.....	Daily, 10 A.M.-6 P.M.; Tuesdays and Saturdays 10 A.M.-9 P.M.	yes ‡	Helen Kilduff Gay	New London	81
1,460	1,790	12,670	.....	.....	Daily, 2-5.30, 7-9 P.M.	no	Elizabeth H Noble	New Milford	82
1,500	.....	.....	.....	.....	Wednesdays and Saturdays, 3-5; 7.30-9 P.M.	yes	Nina Blair	Newington	83
.....	.....	.....	.....	.....	.....	.....	.....	Newtown	84
1,250	500	1,750	250	150	Saturdays, 3-5, 7-8 P.M.	yes	Rev Otis Olney Wright	Sandy Hook	85
1,502	.....	.....	.....	.....	Daily, 9-12 A.M.; 1-6, 7-9 P.M.	yes	William L Corbin	Norfolk	86
.....	.....	.....	.....	.....	Saturdays, 1-5 P.M.	yes	Sarah W Adam director	Canaan	87
1,250	.....	.....	.....	.....	Tuesdays and Saturdays, 2-4.30, 7-9 P.M.	yes	Clara E Bradley	North Haven	88
1,444	10,434	26,010	.....	.....	Daily, 9 A.M.-1 P.M., 2.30-6, 7-9 P.M.	yes	Dotha Stone Pinneo	Norwalk	89
1,450	1,700	16,009	.....	.....	Daily, 9.30 A.M.-1 P.M., 2.15-5.45, 7-9 P.M.; Sundays, 2.30-5.30 P.M.	yes	Angeline Scott	South Norwalk	90
1,450	14,167	49,620	18,776	6,867	Daily, 9.30 A.M.-9 P.M.	not to fiction	Jonathan Trumbull	Norwich	91
1,211	995	4,216	.....	.....	Five afternoons, three evenings, one morning	yes	Margaret S Knowlson	Old Lyme	92
1,122	100	1,400	25	25	Tuesdays, Thursdays and Saturdays, afternoon and ev'g	yes	Amelia C Clark	Saybrook	93
150	25	50	50	25	None specified	yes	E E Ashley	Plainfield	94

* Includes all children's books circulated October, 1901, to February, 1902.

‡ Beginning July, 1902.

TABLE I — REPORT

TOWN	NAME OF LIBRARY	Date of establishment	Free or subscription	Number of volumes	ADDITIONS DURING YEAR		Average number of borrowers cards in use
					By purchase	By gift	
95 Plainfield	Central Village Library Ass'n	1891	free	800	10	.....	40
96 Plainfield	Aldrich Free Public Library	....	free	1,525	.....	30	100
97 Plainville	Plainville Free Public Library	1894	free	2,379	.....	111	175
98 Plymouth	Terryville Public Library	1842	free	2,001	10	147	200
99 Plymouth	Plymouth Library Association	1891	subscription	2,350	75	.....	.....
100 Pomfret	Pomfret Library	1882	subscription	4,000	200	8	35
101 Pomfret	Abington Library Association	1793	free	1,060	.....	.....	5
102 Portland	Buck Library	1895	free	3,078	176	100	300
103 Preston	Preston Public Library	1898	free	891	23	57	10
104 Prospect	Prospect Public Library	1886	free	650	.....	12	80
105 Putnam	Putnam Free Public Library	1884	free	2,938	123	94	250
106 Ridgefield	Ridgefield Library Corporation	....	subscription	4,000	201	166	150
107 Rocky Hill	Rocky Hill Library Association	1794	subscription	1,492	80	57	80
108 Roxbury	Roxbury Public Library	1875	free	1,366	63	*	258
109 Salisbury	Scoville Memorial Library	1895	free	7,223	73	224	600
110 Saybrook	Deep River Public Library	1900	free	1,142	101	130	89
111 Scotland	Scotland Free Public Library	1895	free	.....	.....	56	.....
112 Seymour	Seymour Public Library	1893	free	3,082	249	100	.....
113 Sharon	Everitt Library of Ellsworth	.....	.....	.....	.....	.....	.....
114 Sharon	Congregational Society Hotchkiss Library	1893	subscription	3,719	84	17	.....
115 Simsbury	Simsbury Free Library	1874	free	7,462	578	1	500
116 Somers	Somers Free Public Library	1897	free	1,800	10	.....	50
117 South Windsor	South Windsor Free Public Library	1898	free	1,250	180	60	200
118 Southington	Southington Public Library	....	free	2,866	192	432	140
119 Stafford	Stafford Public Library	.....	free	2,774	126	16	185
120 Stamford	Ferguson Library	1880	subscription	11,676	540	62	.....
121 Stonington	Stonington Free Library	1887	free	4,450	.....	212	.....
122 Stratford	Stratford Library Association	1885	free	8,372	387	208	.....

* Included in additions by purchase.

OF LIBRARIES, 1901-1902 — Continued

STATISTICS OF BOOKS CIRCULATED					Days and hours of opening	Access to shelves	Name of librarian or officer reporting	P. O.
Total circulation	Non-fiction	Fiction	Children's stories	Other books for children				
13	156	247	65	.....	Wednesdays and Saturdays, 5-7.30 P.M.	yes	J L Gardner	Central Village 95
138	825	2,125	.....	.....	Wednesdays and Saturdays, 2-6, 7-9 P.M.	no	B W Danielson, sec'y	Moosup 96
139	338	5,842	1,100	.....	Mondays and Wednesdays, 2-5 P.M.; Saturdays, 2-5.30, 6.30-9 P.M.	no	Frances Bunnell	Plainville 97
139	539	2,557	567	.....	Wednesdays and Saturdays, 6.30-8.30 P.M.; Saturdays, 3-5 P.M.	no	Gertrude E Ellis	Terryville 98
145	1/2	3/2	100	.....	Mondays and Fridays, 7-9 P.M.	yes	A S Beardsley, pres	Plymouth 99
145	p. ct. 60	p. ct. 10	p. ct. *	.....	Tuesdays and Fridays, 10-12 A.M., May to Nov.; Tuesdays, 3-5 P.M., Nov. to May	yes	Louise C Hoppin	Pomfret 100
145	503	7,062	2,851	.....	Second and last Saturday each month	yes	Joseph Gilbert	Abington 101
145	503	7,062	2,851	.....	Wednesdays, 2-4 P.M.; Saturdays, 2-4, 7-9 P.M.	yes	William H Edwards	Portland 102
145	.....	.....	.....	.....	Wednesdays and Saturdays, 2-5, 7-9 P.M.	yes	Miss Charlie E Hallett	Preston 103
145	.....	.....	.....	.....	Sundays, 1-1.30 P.M.; Wednesdays, 1.30-5 P.M.	yes	Mrs W E Clark	Waterbury 104
145	1,420	6,287	4,713	222	Wednesdays and Saturdays, 3-9 P.M.	yes	Emma J Kinney	R. F. D. No. 2 Putnam 105
145	1,014	6,110	810	*	Two days in the week, six months of the year; daily, mornings, six months	yes	Jennie Smith	36 Center St. Ridgefield 106
145	100	1,300	75	25	Fridays, 2-4, 7-9 P.M. every other week	yes	Mrs Adelaide W Wright	Rocky Hill 107
145	p. ct. 80	p. ct. ....	.....	.....	Wednesdays and Fridays, 4-6, 7-9 P.M., summer months, evenings only	yes	Rev Walter D Humphrey	Roxbury 108
145	3,392	7,939	3,654	.....	Daily, summer, 10-12 A.M., 3-6, 8-9 P.M.; winter, 2-5.30, 7-9 P.M.	yes	Mrs Della P Travis	Salisbury 109
145	.....	.....	.....	.....	Wednesdays and Saturdays, 2-4, 6.30-8 P.M.	no	H P Denison, director	Deep River 110
145	240	1,261	804	.....	Fridays, 2.30-4, 6.30-7.30 P.M.; Sundays, 12-1 P.M.	yes	Rev H B Mead	Scotland 111
145	3,018	.....	.....	.....	Tuesdays and Saturdays, 2-6, 7-9 P.M.; Thursdays, 7-9 P.M.	no	Minnie B Cotter	Seymour 112
145	.....	.....	.....	.....	.....	.....	.....	113
145	1,795	2,696	534	120	Daily, except Sundays, 10-12 A.M.; Wednesday, Friday, and Saturday evenings	yes	Mrs Flora A Ryan	Sharon 114
145	1/2	3/2	.....	.....	Wednesdays and Saturdays, 3-5, 6-9 P.M.	no	Eliza McRoy	Simsbury 115
145	642	3,084	.....	.....	Wednesdays and Saturdays, 3-5, 7-9 P.M.	no	Augusta I Lombard	Somers 116
145	.....	.....	.....	.....	Mondays, 3-5 P.M.; Fridays, 7-9 P.M.	yes	H W Sadd, pres	Wapping 117
145	1,745	11,436	4,638	*	Evenings, except Sunday and Mon., 6.30-8.30 P.M.; Tues., Thurs., and Sat., 3-5 P.M.	yes	Lydia S Sloper	Southington 118
145	900	2,154	1,345	.....	Daily, except Sundays, 2-8 P.M.	partial	Anna Heald	Stafford Springs 119
145	4,710	13,170	2,683	*	Daily, except Sundays, 9-12.30 A.M., 2.30-5.30, 7-9 P.M.	to a large extent	Elizabeth VanHoevenberg	Stamford 120
145	722	8,266	.....	.....	Daily, except Sun., 10-12 A.M., 2-4 P.M.; Tues., Thurs., and Sat., 7-8.30 P.M.	yes	Mrs Kate Hahn	Stonington 121
145	6,082	13,355	5,797	*	Daily, except Sundays, 10-12 A.M.; 2.30-5.30, 7-8.30 P.M.	yes	Frances B Russell	Stratford 122

* Included under children's stories.

TABLE I — REPORT

TOWN	NAME OF LIBRARY	Date of establishment	Free or subscription	Number of volumes	ADDITIONS DURING YEAR		Average number of borrowers' cards in use
					By purchase	By gift	
123 Suffield	Suffield Free Public Library	1884	free	11,416	487	235	.....
124 Thomaston	Thomaston Public Library	1885	free	3,476	192	9	49
125 Thompson	New Boston Library Assoc'n	1855	subscription	837	12	.....	12
126 Tolland	Tolland Public Library	....	free	1,082	31	100	150
127 Torrington	Torrington Library	1865	subscription	10,000	721	178	732
128 Union	Union Free Public Library †	1894	free	1,070	1	1	90
129 Vernon	Rockville Public Library	1896	free	6,900	369	155	1,000
130 Vernon	Talcott Free Library	1881	free	1,600	.....	15	45
131 Wallingford	Wallingford Public Library	1881	free	6,158	287	421	650
132 Washington	Washington R R and Circulating Library Association	1881	free	3,050	.....	.....	60
133 Waterbury	Silas Bronson Library *	1870	free	59,676	2,196	.....	4,000
134 Watertown	Watertown Library Association	1865	free	8,983	216	74	10
135 West Hartford	West Hartford Free Library	1883	free	3,016	19	258	.....
136 Westbrook	Westbrook Public Library	1878	free	1,881	56	118	61
137 Westport	Westport R R and Lib Assoc	....	subscription	1,700	75	10	100
138 Wethersfield	Wethersfield Public Library	1894	free	3,650	104	121	250
139 Wilton	Wilton Library Association	1895	subscription	.....	.....	.....	.....
140 Winchester	Beardley Library	1874	free	9,800	340	268	.....
141 Windham	Dunham Hall Library	1878	free	5,500	150	.....	300
142 Windham	Willimantic Public Library	....	free	6,323	277	3	86 per day
143 Windsor	Windsor Public Library	1888	free	2,447	.....	283	454
144 Woodbury	Woodbury Public Library	1850	free	1,975	72	18	88
145 Woodstock	West Woodstock Library Ass'n	1889	subscription	358	11	5	10

* Library closed from March 12 to May 5 on account of smallpox.

† Library closed two months on account of smallpox.

OF LIBRARIES, 1901-1902 — *Continued*

STATISTICS OF BOOKS CIRCULATED					Days and hours of opening	Access to shelves	Name of librarian or officer reporting	P. O.
Total circulation	Non-fiction	Fiction	Children's stories	Other books for children				
11,000	2,542	6,730	† 1,126	† 179	Daily, except Sundays, 2-8 P.M.; Saturdays, 2-9 P.M.	partial	Lillian M Stedman	Suffield 123
7,864	2,477	5,387	2,364	*	Tuesdays and Fridays, 2-5, 7-9 P.M.	no	J S Eastwood, sec'y	Thomaston 124
320					Saturdays, 4-7 P.M.	.....	Mary P Jordan	New Boston 125
2,085	1/5	3/8			Tuesday evenings and Saturday afternoons	yes	Lucile M Agard	Tolland 126
12,192	1,679	13,996	6,286	231	Daily, except Sundays, 1.30-5.30, 6.30-9 P.M.	yes	Louise T Mason	Torrington 127
1,025	150	425	450	*	Wednesdays and Saturdays, 12-8 P.M.	yes	George Towne	Stafford Springs 128
29,119	7,187	13,495	8,437		Daily, except Sundays, 10-12 A.M.; 2-6, 7-8 P.M.	partial	Florence P Davis	Rockville 129
..... 25 p. ct.	 75 p. ct.				Saturdays, Sundays	yes	Willis A Lane	Talcottville 130
14,575	5,025	16,771	7,741	2,038	Daily, 10-12 A.M.; 2-9 P.M.	yes	Emma Lewis	Wallingford 131
4,621					Tuesdays and Thursdays, 2-5 P.M.; Saturdays, 2-5, 7-9 P.M.	yes	Elizabeth B Baker	Washington 132
3,762	28 p. ct.	72 p. ct.	67 p. ct.	33 p. ct.	Daily, except Sundays and holidays, 9 A.M.-9 P.M.	yes	Helen Sperry	Waterbury 133
11,562	4,222	7,440			Tuesdays and Fridays, 2-8.30 P.M.	no	Nancy E Bronson	Watertown 134
6,532					Daily, except Sundays and holidays, 3-6, 7-9 P.M.	yes	Elizabeth S Elmer	West Hartford 135
3,166					Fridays, 3.30-7 P.M.	yes	Caroline E Moore	Westbrook 136
1,500	900	400	100	100	Saturdays and Wednesdays, 2-5 P.M.; every evening, 7-9 P.M.	yes	Carrie S Bradley	Westport 137
2,447	943	5,121	2,523	*	Wednesdays and Saturdays, 2-5 P.M.; Mondays and Saturdays, 7-9 P.M.	yes	Mrs Nellie A Roberts	Wethersfield 138
						.....	Rev Wm E Hooker, secretary	Wilton 139
3,838	5,234	25,792	7,128	1,684	Daily, except Sun. and holidays, 1.15-6 P.M.; 7-9 P.M.	yes	Louise M Carrington	Winsted, Station A 140
12,000	1,000	11,000			Daily, 12 M.-9 P.M.	yes	Jennie A Ford	Willimantic 141
13,523	1,281	11,242			Wednesdays and Saturdays, 2-5, 7-9 P.M.	partial	Belle B Riggleman	Willimantic 142
7,242					Tuesdays, Thursdays, and Saturdays, 3-5.30 P.M.; Saturdays, 6.30-9 P.M.	no	Grace M Blake	Windsor 143
2,772					Wednesdays, 3-5, 6.30-7.30 P.M.	yes	Edward S Boyd	Woodbury 144
					Saturdays, 3-9 P.M.	yes	Mrs Geo C Phillips	West Woodstock 145

† From January 1 to July 1.

* Included under children's stories.

TABLE II—REPORT OF LIBRARIES 1901-1902

TOWN	INCOME		EXPENSES				LIBRARY BUILDING		
	Amount	How derived	Amount expended for salaries	Amount expended for books	Amount expended for periodicals	Total†	Year erected	Cost	Name of donor
1 Andover	\$50.00	Town appropriation	\$12.00	.....	\$10.00	\$22.00	.....	.....	.....
2 Ansonia	3,281.72	Gifts, fines, city appropriation, fund	1,613.00	\$533.80	66.75	3,281.72	1891	\$57,000	Miss Caroline Phelps Stokes
3 Ashford	120.00	Fund of \$3,000	35.00	80.00	.....	115.00	1888	400	Archibald Babcock
4 Berlin	.....	.....	.....	.....	13.50	13.50	1892	1,300	.....
5 Berlin	100.00	Membership fees	20.00	.....	.....	.....	.....	.....	.....
6 Berlin †	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 Bethlehem	25.00	Town appropriation	3.45	44.50	7.00	52.00	.....	.....	.....
8 Branford	16769.00	Endowment	3,762.64	2,168.06	298.85	10554.32	1896	400,000	Timothy B Blackstone
9 Bridgeport	14000.00	City tax	6,409.89	2,570.34	753.43	11447.07	.....	225,000	Mrs Catharine Pettengill
10 Bristol	3,442.32	Town tax. Other sources, \$442.32	1,320.00	874.39	258.16	3,202.95	.....	10,000	.....
11 Brooklyn	.....	Town fund and appropriation	42.50	157.79	16.00	222.79	.....	.....	.....
12 Burlington	50.00	Town appropriation	25.00	15.00	3.75	50.00	.....	.....	.....
13 Canaan	.....	Interest of \$20,000, fees	210.00	115.03	22.70	347.73	1891	10,000	[Wealthy A and Catherine E Hunt]
14 Chatham	98.06	Town appropriation, fines, contributions from grange	58.50	.....	.....	106.27	1898	400	Mantel and fireplace given by S. Mills Bevin; subscription
15 Chatham	2.28	Fines	8.50	.....	.....	13.50	.....	.....	.....
16 Cheshire	275.00	Int. of \$5,000 beq. to the town, membership fees, 50 cents	50.00	(a)	.....	.....	.....	.....	Use room in High School building
17 Chester	225.00	Town appropriation, \$100.00	50.00	(a)	.....	.....	.....	.....	.....
18 Clinton*	.....	.....	.....	.....	.....	.....	.....	.....	Use room in Morgan School building
19 Colchester	212.22	Subscriptions, annual fees	.....	75.00	21.80	96.80	.....	.....	.....
20 Columbia	90.00	Income of fund, \$1,500 given by Saxton B Little of Meriden, for books and repairs, and \$25 from town, fines	20.00	68.00	.....	91.00	1882	500	Inhabitants of town and S B Little
21 Cornwall	151.96	Interest on two funds, fines, and fees	25.00	75.00	9.45	109.45	.....	.....	Use of build'g by the Misses Kellogg
22 Coventry	1.50	Annual fees	.....	.....	.....	.....	.....	.....	.....
23 Coventry	.....	Fees	25.00	.....	10.00	35.00	.....	.....	.....
24 Cromwell	.....	Fees, subscriptions	.....	.....	.....	45.25	.....	.....	.....
25 Danbury	.....	Rents, interest	1,318.00	500.00	121.50	7,054.30	1879	30,000	E Morse White's family
26 Darien †	.....	.....	.....	.....	.....	.....	.....	.....	.....
27 Durham	300.00	Town appropriation and fines	.....	.....	.....	.....	1903	5,000	Inhabitants of town
28 E Haddam	651.56	Gift from Woman's club; \$300 from individuals, \$300; from town	336.00	44.00	100.00	600.00	.....	.....	.....
29 E Hartford	375.00	Town appropriation and state appropriation	100.00	.....	.....	.....	.....	10,000	Albert C Raymond
30 East Lyme	.....	Annual fees, socials, and donations	none	.....	40.00	.....	.....	.....	.....
31 E Windsor	30.00	Subscriptions, fees	25.00	19.00	.....	44.00	.....	.....	.....
32 Eastford	55.00	Interest on fund, town appropriation	20.00	.....	.....	30.00	.....	.....	.....

* No report (a) After paying \$50 to librarian, the remainder of the income is expended for books, rebinding, and periodicals
 † Recently organized No report ‡ Includes miscellaneous expenditures

TABLE II—REPORT OF LIBRARIES 1901-1902.—*Continued*

Town	INCOME		EXPENSES				LIBRARY BUILDING		
	Amount	How derived	Amount ex- pended for salaries	Amount ex- pended for books	Amount ex- pended for periodicals	Total	Year erected	Cost	Name of donor
13 Ellington			\$50.00			\$50.00			
14 Enfield	\$300.00	Town appropriation	125.00	\$130.00		255.00			
15 Essex		Annual fees					1898	\$2,500	Joseph Tucker
16 Essex		Memberships, gifts, fines	52.00	35.00	\$20.00	207.00	1889	5,000	Ground given by Miss Harriet S Comstock; build'g given by Ladies' Sewing Circle and subscription
17 Fairfield		Membership fees, small fund							
18 Fairfield	2,817.92	Subscriptions (voluntary), and income from invested funds	1,284.00	380.00	350.00	2,795.75	1887	75,000	Mr and Mrs E B Monroe
19 Farmington†	525.19	Permanent funds, gifts, subscriptions	186.15	(b) 74.45		426.47			
20 Farmington									
21 Glastonbury	100.00	Town appropriation		96.83		100.00			
22 Granby	189.17	Income from funds, fines	65.00		24.33	104.93	1890	3,500	Frederick H Cossitt
23 Granby	70.00	Interest of fund	29.00	33.55		58.55			
24 Granby									
25 Greenwich		Russell, Burdall & Ward gave the bldg., and pay all the running expenses; from town, \$65	288.00		34.00	322.00	1879	5,000	Russell, Burdall & Ward
26 Greenwich	900.00	Bequest of \$4,000, fines	660.00	100.00	50.00	1,260.00	1895	25,000	Mrs E M Anderson
27 Griswold	157.00	Fund	35.00						Kept in chapel building by Dan'l Coit
28 Griswold		Fund					1885	8,000	W A Slater
29 Groton	703.20	From fund given by Mr. Bill; fines	200.00	188.15	44.55	821.21	1889	10,000	Frederick Bill
30 Groton			360.00			570.00	1892	100,000	Elihu Spicer
31 Guilford		Public entertainments and gifts	12.00 for janitor	50.00		87.00	1891	1,500	E P Dickie and others
32 Haddam		Subscriptions	25.00						
33 Hampton	75.00	Town appropriation; other sources	25.00	25.00		53.00			
34 Hartford	16307.05	City appropriation; nonresident subscribers \$1 each	7,061.67	4,416.39	734.31	16278.60	(d)	200,000	Library occupies a part of Wadsworth Athenaeum
35 Hartford	6,000.00	From funds left by founder, David Watkinson	2,500.00	2,500.00	400.00	5,900.00	1892	200,000	Various donors
36 Hebron	100.00	Town appropriation, funds invested, fines	45.00	7.40	29.77	153.67	1899	1,000	\$500 bequeathed by Benj. Bissell; \$250 bequeathed by Miss Sarah Bestor; bldg. by Mr Eben Page, Boston; voluntary contribut'rs
37 Huntington	1,849.50	Town appropriation, annual fees, gifts	564.00	296.53	47.30	1,620.66	1895	30,000	David W Plumb by Horace S Plumb
38 Killingly	902.80	Borough tax; \$400 from town; interest on fund; fines	350.00	80.00	64.50	494.50	now blding	15,000	E H Bugbee
39 Lebanon	110.00	Town appropriation, \$100; fines, etc.	50.00	33.00	12.00	104.00			What is known as "War Office" is loaned for use of library

(b) Includes periodicals

(d) Remodeled 1891-2

† Recently organized; no report

‡ Includes miscellaneous expenses

TABLE II—REPORT OF LIBRARIES 1901-1902.—Continued

TOWN	INCOME		EXPENSES				LIBRARY BUILDING		
	Amount	How derived	Amount expended for salaries	Amount expended for books	Amount expended for periodicals	Total †	Year erected	Cost	Name of donor
60 Ledyard	.....	Endowment	.....	.....	.....	.....	.....	\$4,000	Bill Brothers
61 Litchfield	.....	From a fund of \$2,500 given by the donor and founder, the late J Huntington Wolcott of Boston, Mass	none (a)	.....	none	.....	.....	.....	Has rooms in Noyes Memorial Building
62 Litchfield	\$275.00	From subscription fees and the loan of books at 5 cents a copy	\$100.00	\$116.41	none	\$216.41	.....	.....	Has rooms in Noyes Memorial Bldg
63 Litchfield	250.00	From fund left by W L Gilbert	40.00	125.00	\$20.00	245.00	.....	.....	Has room in parsonage
64 Madison	388.60	From funds and subscriptions	150.00	27.00	35.00	228.50	1875	2,500	Mr and Mrs H B Washburn
65 Madison	500.00	Invested fund and subscriptions	750.00	500.00	85.00	1,685.00	1900	35,000	Mary E Scranton
66 Manchester	525.00	Town appropriation	23.00	.....	23.40	.....	.....	.....	.....
67 Manchester	.....	Cheney Bros pay entire expense	.....	.....	.....	.....	.....	5,000	Cheney Bros.
68 Meriden	5,171.50	Town tax, \$1,000; subscription, \$4,171.50	780.00	.....	.....	1,305.00	.....	.....	Mem Lib in process of building
69 Middlebury	.....	Town appropriation, \$25.00	.....	.....	.....	.....	.....	.....	Has rooms in Town Hall Building
70 Middlefield	140.00	From entertainments and fines on books	30.00	.....	.....	80.00	1893	.....	Levi E Coe
71 Middletown	2,000.00	From fund of \$40,000; town tax	1,000.00	1000.00	.....	2,000.00	.....	35,000	Mrs Frances A Russell
72 Milford	1,082.56	Town appropriation, \$1,000	500.00	.....	96.30	596.30	.....	24,500	Henry A Taylor
73 Montville	.....	Fund and fees	50.00	250.00	50.00	357.00	1884	2,500	Albert C Raymond
74 Morris	200.00	Town appropriation, gift	.....	.....	11.00	21.00	.....	.....	.....
75 Naugatuck	.....	Income of endowment fund	.....	510.00	90.00	1,814.00	1894	.....	John Howard Whittemore
76 New Britain	9,539.53	Invested funds; fees; town appropriation	3,016.52	3,049.76	*660.83	9,559.38	1900	79,500	C B Erwin (c)
77 New Canaan	457.13	Town appropriation, \$100; fees	112.00	70.00	.....	457.35	1885	3,500	Citizens
78 N. Fairfield	25.00	Town appropriation	16.00	.....	.....	16.00	.....	.....	.....
79 New Haven	21500.00	City appropriation, \$18,000; endowment, \$3,500	8,788.44	6,810.31	827.35	4,046.24	.....	110,000	City of New Haven
80 New Haven	4,594.61	Subscriptions and funds	1,922.50	1,073.13	599.37	4,392.13	.....	50,000	Library is in business block
81 N. London	.....	From endowments	.....	1,500.00	200.00	.....	1891	52,400	Henry P Haven
82 N. Milford	1,483.57	Town appropriation; fund	524.00	530.84	90.00	1,452.65	1897	21426.85	Egbert Marsh and others
83 Newington	.....	Town appropriation	55.00	34.23	21.55	151.00	.....	.....	.....
84 Newtown †	.....	Subscriptions	.....	.....	.....	.....	.....	.....	.....
85 Newtown	62.97	.....	5.00	.....	.....	.....	.....	.....	.....
86 Norfolk	.....	Private sources	(c)	.....	.....	.....	1889	25,000	Miss Isabella Eldridge
87 No. Canaan	.....	Town appropriation and fund	60.00	.....	.....	.....	1888	2,000	Edmund D Lawrence
88 No. Haven	320.00	From town appropriation and legacy	100.00	175.00	25.00	300.00	.....	.....	.....
89 Norwalk	2,500.00	City tax	947.02	374.11	187.60	2,459.56	.....	.....	Carnegie bldg in process of erection
90 Norwalk	1,800.00	City tax and subscriptions from nonresident subscribers	730.00	171.80	174.90	1,247.34	.....	.....	.....
91 Norwich	8,285.47	From invested funds; town appropriation	3,832.40	1,138.63	186.33	6,059.10	.....	22,000	Joseph Otis and numerous citizens
92 Old Lyme	.....	Endowed \$10,000	.....	.....	14.00	14.00	.....	.....	Charles H Luddington

(a) Library included in 62, though still a distinct corporation

(b) Includes periodicals

* Expense for two years

(c) From fund left for general library purposes

† No report

(c) Annual expenses about \$2,500

‡ Includes miscellaneous expenditures

TABLE II—REPORT OF LIBRARIES 1901-1902—Continued

Town	INCOME		EXPENSES				LIBRARY BUILDING		
	Amount	How derived	Amount expended for salaries	Amount expended for books	Amount expended for periodicals	Total †	Year erected	Cost	Name of donor
Old Saybrook	\$276.00	Subscriptions, fees, town appropriation, gift	\$104.00	\$149.00	\$3.00	\$287.00	1873	\$3,000	Thomas C Acton and others
Plainfield	20.00	Subscriptions and membership fees	20.00	.....	.....	20.00	.....	.....	.....
Plainfield	.....	Subscriptions, rent of room	.....	.....	.....	.....	.....	.....	.....
Plainfield	200.00	Subscriptions and rent	.....	.....	.....	.....	1896	6,156	D L Aldrich and Edwin Milner
Plainville	194.15	From town, fines, and \$50 from Strong estate	100.00	.....	.....	176.62	.....	.....	Room in Town Hall Building
Plymouth	75.00	Town appropriation	40.00	.....	.....	.....	.....	.....	.....
Plymouth	265.00	Fund and fees	50.00	75.00	32.00	166.00	.....	.....	.....
Pomfret	175.00	Subscriptions and fees	none	150.00	none	175.00	.....	.....	Pomfret Club give room rent
Pomfret	.....	Subscriptions	.....	none	none	10.00	1886	15,000	A S Chase, and others
Portland	322.64	Town appropriation, interest on fund, fines, gifts, etc.	66.00	182.12	.....	291.09	1896	3,500	H. B. Buck
Preston	71.00	Interest of \$1,400	40.00	24.87	10.00	107.56	1898	1,500	Charles Henry Brown
Prospect	29.70	Town appropriation and fines	12.00	.....	11.70	24.15	.....	.....	.....
Putnam	638.66	Town appropriation, fines	125.00	352.54	.....	628.26	.....	.....	.....
Ridgefield	.....	Subscriptions and gifts	.....	.....	.....	240.00	1902	.....	James Morris
Rocky Hill	50.00	Subscriptions and dues	none	.....	.....	.....	1899	1,400	.....
Roxbury	109.26	Town appropriation, fines, gift	13.00	55.49	27.85	116.30	.....	.....	.....
Salisbury	1,475.00	Town appropriation, \$1,000.00 from founders and fines	425.00	200.00	75.00	1,300.00	1894	40,000	Heirs of J and N C Scoville
Saybrook	200.00	Town appropriation	64.00	118.47	.....	182.47	.....	.....	.....
Scotland	.....	Town appropriation, gifts, and entertainments	20.00	70.00	.....	97.00	.....	.....	.....
Seymour	478.11	Town appropriation, fines, etc.	205.74	229.00	56.95	518.69	.....	.....	.....
Sharon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sharon	1,000.00	Subscriptions and gifts	300.00	147.00	50.00	582.00	1893	20,000	Mrs B B Hotchkiss
Simsbury	.....	Fund and town tax	.....	.....	.....	.....	1890	10,000	A R Eno
Somers	173.55	Town appropriation	135.00	.....	.....	135.00	1897	3,000	Mrs L Collins Whitney
S. Windsor	150.00	Town appropriation	.....	110.00	.....	150.00	.....	.....	.....
Southampton	1,000.00	Town appropriation	364.00	101.55	.....	480.95	1902	10,000	L V Walkley and town
Steadford	600.00	Subscriptions, funds	200.00	250.00	given	741.00	1885	12,000	Miss Julia C Johnson
Stamford	.....	Interest on fund and subscriptions	1,367.14	635.64	248.50	2,251.28	.....	28,000	J D Ferguson
Stonington	.....	Fees, entertainments, gifts	.....	.....	.....	.....	1900	26,000	E S Phelps and Sam'l D Babcock
Stratford	1,100.00	Income of funds, and town appropriation	620.00	398.44	67.31	1,288.84	1894	30,000	Birdseye Blakeman
Suffield	1,500.00	Town appropriation, endowment	721.50	499.32	119.40	1,654.32	1899	52,000	Sidney A Kent
Thomaston	300.00	Town appropriation	100.00	108.39	.....	242.09	1902	6,000	Laura Andrews Library Association
Thompson	21.00	Entertainments, fees and gifts	9.00	12.78	.....	21.78	1901	18,000	Elisha S Converse et al.
Tolland	100.00	Subscriptions and town appropriation	50.00	16.00	.....	100.00	.....	.....	.....

‡ Unfinished.

† Includes miscellaneous expenditures

TABLE II—REPORT OF LIBRARIES 1901-1902—*Continued*

TOWN	INCOME		EXPENSES				LIBRARY BUILDING		
	Amount	How derived	Amount ex- pended for salaries	Amount ex- pended for books	Amount ex- pended for periodicals	Total †	Year erected	Cost	Name of donor
127 Torrington	\$ 2,168.68	Gifts and fees	\$933.26	\$657.47	\$90.35	\$1887.91	1901	\$63,000	Elisha Turner
128 Union	20.00	Town appropriation	12.00	.....	.....	20.00	.....	.....	.....
129 Vernon	1,661.70	\$500 town appropriation; in- come on fund of \$20,000	745.29	385.21	.....	1,295.74	.....	.....	.....
130 Vernon	.....	Contributions	100.00	.....	.....	.....	1881	10,000	Talcott Brothers
131 Wallingford	2,350.00	Subscriptions, town \$1,000.00, fines	950.00	200.00	50.00	1,200.00	1900	25,000	Samuel Simpson
132 Washington	478.53	Fees, subscriptions, gifts	117.00	(b) 150.00	.....	315.76	.....	.....	.....
133 Waterbury	11,000.00	Income from Bronson fund	6,000.00	1,840.00	410.00	11,250.00	1894	65,000	Silas Bronson
134 Watertown	1,205.15	From DeForest fund; from fines, \$55.15	500.00	195.00	65.00	1,000.00	1883	16,000	Benjamin DeFore
135 W. Hartford	436.73	Town appropriation, fund, gifts	200.00	21.90	86.00	436.45	1882	.....	The library is in room built in the Cong. church
136 Westbrook	100.00	Town appropriation	37.50	39.61	11.25	101.06	.....	.....	.....
137 Westport	502.07	Subscriptions, fines, gifts, and entertainments	109.00	50.00	3.00	162.00	.....	.....	.....
138 Wethersfield	365.00	Town appropriation, interest on bequest and fines	125.75	110.43	19.00	363.36	.....	.....	.....
139 Wilton	.....	.....	.....	.....	.....	.....	.....	.....	.....
140 Winchester	1,977.66	Fund, fines, and town appropri- ation	967.68	444.67	77.50	2,024.99	1898	19,000	Mr and Mrs Jer- son J Whiting
141 Windham	.....	From Linen Company	364.00	250.00	35.00	664.00	1877	.....	Linen Company
142 Windham	500.00	City tax	150.00	(b) 350.00	.....	500.00	.....	.....	Part of town hall
143 Windsor	200.00	Town appropriation and fines	104.00	(b) 130.00	.....	234.00	1901	4,500	Subscriptions
144 Woodbury	84.20	Town appropriation, \$75; fines	25.00	35.00	.....	84.20	1881	2,500	Mr and Mrs E Boyd
145 Woodstock	.....	Subscriptions	.....	.....	.....	.....	.....	.....	.....

(b) Includes expenditures for periodicals

c Given to town 1902

† Includes miscellaneous expenditures

TABLE III—REPORT OF LIBRARIES, 1901-1902

Town	Number of teachers' cards	Home reading required	Have children access to shelves	Age limit for children	Percentage of children's books circulated	Duplicate copies of books for use in public schools	Volumes on education
1 Andover	unlimited	no	yes	no	small	no	.....
2 Ansonia	10 to 12	yes	partial	no	.....	no	60
3 Ashford	.....	.....	yes	no	.....	no	.....
4 Berlin	.....	.....	yes	no	.....	no	.....
5 Berlin	.....	no	no	no	.....	no	none
6 Berlin	.....	.....	.....	.....	.....	.....	.....
7 Bethlehem	unlimited	no	yes	no	38	no	10
8 Branford	6	no	no	no	23.4 (a)	no	159
9 Bridgeport	unlimited	occasionally	partial	no	.....	yes	750
10 Bristol	unlimited	.....	yes	no	21 (a)	.....	150
11 Brooklyn	.....	no	no	no	.....	.....	15
12 Burlington	10-15	.....	yes	no	.....	yes	.....
13 Canaan	unlimited	.....	.....	.....	.....	.....	few
14 Chatham	unlimited	occasionally	yes	no	24	no	.....
15 Chatham	.....	.....	.....	12	.....	no	3
16 Cheshire	4	no	yes	no	50	.....	.....
17 Chester	unlimited	no	no	12	10	no	.....
18 Clinton*	.....	.....	.....	.....	.....	.....	.....
19 Colchester	unlimited	.....	yes	no	.....	no	.....
20 Columbia	20	no	no	no	.....	no	.....
21 Cornwall	.....	.....	.....	.....	.....	.....	.....
22 Coventry	unlimited	no	.....	no	.....	no	none
23 Coventry	1	no	yes	no	.....	.....	.....
24 Cromwell	unlimited	no	yes	no	.....	no	few
25 Danbury	10	no	(c)	10	.....	no	.....
26 Darien	.....	.....	.....	.....	.....	.....	.....
27 Durham	2	.....	yes	6	15	.....	20
28 East Haddam	unlimited	to some extent	yes	no	23	few	.....
29 East Hartford	unlimited	no	yes	no	38	yes	.....
30 East Lyme	1	.....	yes	(d)	50	no	.....
31 East Windsor	1	yes	no	no	15	no	.....
32 Eastford	2	no	yes	no	71	no	.....
33 Ellington	10	no	yes	no	.....	no	23
34 Enfield	.....	.....	.....	.....	.....	.....	5
35 Essex	unlimited	no	partial	no	.....	no	few
36 Essex	.....	.....	yes	.....	.....	no	.....
37 Fairfield	1	no	yes	12	.....	no	.....
38 Fairfield	any number desired	.....	yes	no	14	no	119
39 Farmington	unlimited	yes	yes	no	25	few	.....
40 Farmington	.....	.....	.....	.....	.....	.....	.....
41 Glastonbury	†	.....	yes	no	.....	.....	111
42 Granby	unlimited	no	yes	12	8	few	98
43 Granby	.....	.....	yes	no	.....	.....	.....
44 Granby	.....	no	yes	no	.....	.....	.....
45 Greenwich	unlimited	no	no	8	75	.....	150
46 Greenwich	only one	yes	yes	no	25	25	.....
47 Griswold	4	no	yes	no	30	no	.....
48 Griswold	6	yes	no	12	50 (a)	no	.....
49 Grotton	2 or 3	occasionally	no	12	.....	no	very few
50 Grotton	1	no	no	14	12½	no	60
51 Guilford	1	no	no	9	.....	no	.....
52 Haddam	unlimited	no	yes	no	.....	no	few
53 Hampton	6	no	yes	14	20	no	few
54 Hartford	unlimited	yes	yes (e)	no	30	yes	1,000
55 Hartford	.....	.....	yes	no	.....	no	.....
56 Hebron	.....	no	yes	10	30	no	few
57 Huntington	unlimited	high school	none	12	33½	no	18
58 Killingly	3 or more	yes	no	12	.....	no	.....
59 Lebanon	5	no	yes	no	.....	no	10
60 Ledyard	.....	no	yes	.....	.....	no	.....
61 Litchfield	unlimited	.....	yes	no	.....	.....	20
62 Litchfield	2	.....	yes	no	.....	no	40
63 Litchfield	unlimited	no	no	no	.....	no	30
64 Madison	.....	.....	.....	.....	.....	.....	.....
65 Madison	6 or more	no	yes	12	20	no	few
66 Manchester	1	no	no	no	.....	no	few
67 Manchester	unlimited	yes	no	no	40	yes	20
68 Meriden	.....	no	yes	no	30½	no	28
69 Middlebury	2	no	yes	no	.....	no	.....
70 Middletown	unlimited	no	yes	no	.....	no	.....
71 Middletown	unlimited	yes	partial	10	no record	yes	40
72 Milford	unlimited	yes	yes	12	20	no	400

* No report. (a) Percentage of juvenile books in fiction. (c) Two mornings a week. (d) Limited by school grades. † Much used by teachers and pupils, especially by Academy; library is in Academy building. (e) To several hundred volumes.

REPORT OF THE SECRETARY

TABLE III—REPORT OF LIBRARIES—Continued

Town	Number of teachers' cards	Home reading required	Have children access to shelves	Age limit for children	Percent-age of children's books circulated	Duplicate copies of books for use in public schools	Volumes on education
73 Montville	1	no	yes	12	no	no	.....
74 Morris	unlimited	no	yes	no	40	yes	9
75 Naugatuck	6	no	yes	no	no	no	25
76 New Britain	4 or more	no	yes	no	41	no	481
77 New Canaan	unlimited	advised	yes	no	no	no	20
78 New Fairfield	1	no	no	no	no	no	.....
79 New Haven	13	no	yes	no	30	yes	800
80 New Haven	.....	no	yes	no	5	no	104
81 New London	6 [per	no	no	10	no	no	139
82 New Milford	any reasonable num-	no	no	no	33½	no	27
83 Newington	unlimited	no	yes	no	no	no	15
84 Newtown	1	no	no	no	no	no	.....
85 Newtown	.....	no	no	no	no	no	.....
86 Norfolk	unlimited	yes	yes	no	30	no	35
87 North Canaan	.....	no	yes	no	no	no	a few
88 North Haven	5	to some ext.	yes	8	20	no	.....
89 Norwalk	practically unlimit'd	yes	yes	8	no	no	.....
90 Norwalk	unlimited	no	yes	12	25	no	.....
91 Norwich	6	yes	yes	no	28.67	yes	350
92 Old Lyme	unlimited	yes	yes	no	no	no	.....
93 Old Saybrook	unlimited	yes	yes	no	no	no	200
94 Plainfield	1	no	no	12	25	no	20
95 Plainfield	1	no	yes	no	no	no	.....
96 Plainfield	2	no	no	12	no	no	10
97 Plainville	unlimited	no	no	12	20	yes	.....
98 Plymouth	1	no	no	no	no	no	.....
99 Plymouth	unlimited	no	yes	no	no	no	25
100 Pomfret	2	yes	yes	.....	7	no	.....
101 Pomfret	.....	no	yes	8	no	no	.....
102 Portland	.....	no	yes	no	39	no	29
103 Preston	2	no	yes	8	no	no	.....
104 Prospect	.....	no	yes	no	no	no	.....
105 Putnam	unlimited	no	yes	no	no	no	.....
106 Ridgefield	.....	no	yes	yes	3	no	20
107 Rocky Hill	unlimited	yes	yes	12	no	no	.....
108 Roxbury	unlimited	to some ext.	yes	no	no	no	100
109 Salisbury	no rule	no	no	no	no	no	.....
110 Saybrook	unlimited	no	yes	no	33½	few	25
111 Scotland	2	no	no	no	no	no	25
112 Seymour	.....	no	yes	no	no	no	.....
113 Sharon	1	yes	yes	no	no	no	12
114 Sharon	1	no	no	10	no	few	.....
115 Simsbury	3	not often	no	no	no	no	.....
116 Somers	unlimited	no	no	12	no	no	.....
117 South Windsor	unlimited	yes	yes	no	20	yes	25
118 Southington	unlimited	yes	yes	no	30	no	very few
119 Stafford	5	yes	partial	10	13	no	30
120 Stamford	8	no	yes	12	no	no	a few
121 Stonington	1	sometimes	yes	no	22	no	64
122 Stratford	unlimited	no	yes	no	33½	no	23
123 Suffield	6	no	no	no	no	no	6
124 Thomaston	2	yes	yes	no	no	no	.....
125 Thompson	.....	no	yes	no	29	no	9
126 Tolland	1	no	yes	14	45	yes	few
127 Torrington	10	yes	partial	no	35	no	60
128 Union	7	no	yes	no	no	no	.....
129 Vernon	unlimited	yes	yes	no	no	no	.....
130 Vernon	6	yes	yes	8	a few	no	30
131 Wallingford	unlimited	no	yes	no	no	no	150
132 Washington	unlimited	yes	yes	no	40	no	250
133 Waterbury	unlimited	no	no	no	no	some	40
134 Watertown	unlimited	no	yes	10	no	no	.....
135 West Hartford	unlimited	no	yes	no	no	no	.....
136 Westbrook	6	no	yes	no	no	no	.....
137 Westport	.....	no	yes	no	no	no	.....
138 Wethersfield	unlimited	yes	yes	8	30	no	few
139 Wilton	.....	no	yes	10	18	no	61
140 Winchester	3	yes	yes	10	40	no	50
141 Windham	3-4	yes	yes	12	33½	no	2
142 Windham	4	no	no	12	no	no	21
143 Windsor	4	yes				no	
144 Woodbury		no				no	
145 Woodstock							

PUBLIC LIBRARIES

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TABLE IV—REPORT OF LIBRARIES, 1900-1901

Towns	IS THERE A READING-ROOM		NUMBER OF PERIODICALS					Statistics as to number of readers	Amount appropriated for reading-room
	Reading-room	Days and hours of opening	1 daily	2 weekly	3 monthly	Others not included in 1, 2, and 3	Number of periodicals for children included in 1, 2, and 3		
Andover	no	.....							
Ansonia	yes	Daily, except Sunday, 10 A.M.-9.30 P.M.	9	14	20	none	5	ab't 125 pr. day	no special amt.
Ashford	no	.....							
Berlin	yes	Wednesdays, 3-5, 7-9 P.M.		6	15	none	2		
Berlin	yes	Daily, except Sunday, 6-10 P.M.	4	1	7	none	1	varies	
Bethlehem	no	.....							
Branford	yes	Daily, 8.30 A.M.-9.30 P.M. in winter; 9 P.M. in summer; closed Sunday	8	31	76	none	6	no record	
Bridgeport	yes	Daily, 9 A.M.-9.30 P.M.; Sundays and Holidays, 1-9 P.M.	(a)				3	no record	
Bristol	yes	Daily, 9 A.M.-9 P.M.; Sunday, 2-6 P.M.	11	23	34	4	4	22,500	\$182.98
Brooklyn	no	.....							
Burlington	no	.....							
Canaan	yes	Mondays, Wednesdays, and Saturdays, 2-5, 6-9 P.M.		4	8	2	2		
Chatham	no	.....							
Chatham	no	.....							
Cheshire	no	.....							
Chester	no	.....							
Clinton d	no	.....							
Colchester	yes	Wednesday and Saturday, afternoons, 2 hours		3	7		1	av. 10	\$20.00
Columbia	no	.....							
Cornwall	no	.....			4				
Coventry	no	.....							
Coveatry	no	.....			4				
Cromwell	no	.....			9				
Danbury	yes	10 A.M.-9 P.M. daily	7	12	21	2	4		
Durham	no	.....							
Eastford	no	.....							
East Had- dam	yes	Daily, 2-9 P.M.	5	20	20		3	70 callers	\$100.00
East Hart- ford	yes	Tuesdays, Thursdays, and Saturdays, 2-5.30, 7-8.30 P.M.		3	15		4		
East Lyme	yes	Mondays and Thursdays, 4-7 P.M.		1	15		1		
East Wind- sor d	no	.....							
Elington	no	.....							
Enfield	no	.....							
Essex	no	.....							
Essex	yes	Thursday evenings	(c) 52					35-40	

a Total number of periodicals 210.

b Library closed.

c Class not specified.

d Library neglected.

TABLE IV — REPORT OF LIBRARIES 1900-1901 — *Continued*

TOWN	IS THERE A READING-ROOM		NUMBER OF PERIODICALS					Statistics as to number of readers	Amount appropriated for reading-room
	Reading-room	Days and hours of opening	1 daily	2 weekly	3 monthly	Others not included in 1, 2, and 3	Number of periodicals for children included in 1, 2, and 3		
35 Essex	yes	Thursday evenings			5				
36 Fairfield	no								
37 Fairfield	no								
38 Fairfield	yes	Daily, 8.30 A.M.-6, 7-9 P.M.; closed on Sunday; holidays, 7-9 P.M.	18	31	64	21	3	17,424	(c) \$343.71
39 Farmington	yes			5	20		5		
40 Glastonbury	no								
41 Granby	no		1	2	12	none	none	50	24.30
42 Granby	no								
43 Granby	no								
44 Greenwich	yes	Daily, 5-6 and 7-9 P.M., except Sundays and holidays						30	none
45 Greenwich	yes	9-12 A.M.-2-6, 7-9 P.M.	2	22	19	none	3	32,758	(c) 100.00
46 Griswold	no				16				from library fund
47 Griswold	yes	Tuesdays, Thursdays, and Saturdays, 2-5 P.M.; every evening	none	6	12		2	200	
48 Groton	no				12		1		
49 Groton	no			3	1	2			
50 Guilford	no								
51 Haddam	no								
52 Hampton	no								
53 Hartford, Public	yes	Daily, week days, 8 A.M.-10 P.M.; Sundays, 1-7.30 P.M.	31	58	91	16	5	none kept	
54 Hartford	yes	Daily, 9.30 A.M.-5.30 P.M.	none	11	30	38		3,800	
55 Hebron	yes	Tuesdays and Fridays, 3-5, 7-9 P.M.	1	5	7	none	1		20.00
56 Huntington	yes	Daily, 1-5, 6-9 P.M.		3	8	none	1	none kept	
57 Killingly	yes	9 A.M.-9 P.M., daily	5	5	8	15	4	well used	57.15
58 Lebanon	no				7			375	
59 Ledyard	yes				none	1			
60 Litchfield	yes	Wednesdays, 11-1; Saturdays, 3-6	none	none	none	none	none		
61 Litchfield	yes	Wednesdays, 11-1; Saturdays, 3-6	none	none	none	none	none		
62 Litchfield	no				8				
63 Madison	no								
64 Madison	yes	Daily, 2-5, 6-9 P.M.	3	3	6		1		
65 Manchester	no	Every day and evening	7	10	13	gifts	2	5,350	
66 Manchester	no	Mondays, Wednesdays, and Saturdays, 7-9 P.M.; Tuesdays and Thursdays, 3-6 P.M.	1	7	4	none	none		
67 Manchester	yes	Daily, 3-6, 7-9 P.M.	6		23				
68 Meriden	no								
69 Middlebury	yes								
70 Middlefield	no								
71 Middletown	yes								

b Reading table in library.

c Report of a previous year.

TABLE IV—REPORT OF LIBRARIES, 1900-1901—Continued

Town	Reading-room	Is there a reading-room Days and hours of opening	Number of periodicals					Statistics as to number of readers	Amount appropriated for reading-room
			1 daily	2 weekly	3 monthly	Others not in- cluded in 1, 2, and 3	Number of periodicals for children included in 1, 2, and 3		
1 Milford	yes	Daily, 9 A.M.-1 P.M.; 3-5, 7-9 P.M.	9	21	30	5	5	100 daily	(c) \$100.00
2 Montville	no	.....	(a) 25 about	.....	.....	.....	.....	.....	.....
3 Morris	no	.....	.....	.....	7	.....	.....	.....	.....
4 Naugatuck	yes	Mondays, Wednesdays, and Satur- days, 3-5, 7-9 P.M.	none	12	17	none	.....	.....	.....
5 New Britain	yes	Week days, 10-9 P.M.; Sundays, 2-5 P.M., Oct.-June	13	33	70	38	3	not kept	.....
6 New Canaan	no	.....	.....	.....	.....	.....	.....	.....	.....
7 New Fair- field	no	.....	.....	.....	.....	.....	.....	.....	.....
8 New Haven, Public	yes	Week days, 9 A.M.-9 P.M.; Sundays, 1-6 P.M., Oct.-May	24	55	111	9	9	none kept	.....
9 New Haven	yes	Daily, 8 A.M.-9 P.M.	20	20	30	2	2	(c) abt. 1,200	450.00
10 Newington	δ yes	Wednesday, 7-30-9 P.M.; Saturday, 3-5, 7-30-9 P.M.	none	2	8	none	2	.....	none
11 New Lon- don	yes	Daily, 10 A.M.-6 P.M.; evenings, Tuesday and Saturday to 9 P.M.	none	14	44	8	12-14	none kept	25.00
12 New Milford	yes	Daily, 2-5-30 P.M., 7-9 P.M.	3	6	13	none	2	well used	.....
13 Newtown	yes	Tuesdays and Saturdays, 1-9 P.M.	.....	3	12	.....	4	(c) 200	.....
14 Norfolk	yes	9 A.M.-9 P.M.	5	23	29	none	5	60 av.	.....
15 North Ca- naan	no	.....	.....	.....	.....	.....	.....	.....	.....
16 North Haven	δ yes	Tuesdays and Saturdays, 2-4.30, 7-9 P.M.	none	2	13	gifts	3	.....	.....
17 Norwalk	yes	Daily, 9.30 A.M.-1 P.M., 2.30-6, 7-9 P.M., except Sundays and holidays	11	12	25	none	2	\$2,777	.....
18 Norwalk	yes	Daily, 9.30 A.M.-1 P.M.; 2.15-5.45, 7-9 P.M.; Sundays, 2.30-5.30 P.M.	8	25	31	3	2	\$2,737	.....
19 Norwich	yes	Daily, 9.30 A.M.-9 P.M.; Sundays, 2-6 P.M., Oct.-June	7	5	36	none	3	none kept	no special amt.
20 Old Lyme	yes	3 afternoons, 3 evenings	1	4	8	3	2	well used	.....
21 Old Saybr'k	yes	Tuesdays, Thursdays, and Saturdays 2-8.30 P.M.	.....	.....	6	.....	.....	.....	.....
22 Plainfield	no	.....	.....	.....	.....	.....	.....	.....	.....
23 Plainfield	no	.....	.....	.....	.....	.....	.....	.....	.....
24 Plainfield	yes	Wednesdays and Saturdays, 2-9 P.M.	none	1	9	.....	3	10 av.	.....
25 Plainville	no	.....	.....	.....	.....	.....	.....	.....	.....
26 Plymouth	no	.....	.....	.....	.....	.....	.....	.....	.....
27 Plymouth	yes	Two evenings	.....	.....	14	none	1	well used	.....
28 Pomfret	no	.....	.....	.....	.....	.....	.....	.....	.....
29 Pomfret	no	.....	.....	.....	.....	.....	.....	.....	.....
30 Portland	no	.....	.....	.....	.....	.....	.....	.....	.....
31 Preston	yes	Wednesdays and Saturdays, 2-5, 7-9 P.M.	none	3	11	1	1	.....	.....
32 Prospect	no	.....	.....	.....	.....	.....	.....	.....	.....
33 Putnam	no	.....	.....	.....	.....	.....	.....	.....	.....
34 Ridgefield	no	.....	.....	.....	.....	.....	.....	.....	.....

a Class not specified.

δ Reading table in library.

c Previous report.

TABLE IV — REPORT OF LIBRARIES, 1900-1901 — *Continued*

Town	IS THERE A READING-ROOM		NUMBER OF PERIODICALS					Statistics as to number of readers	Amount appropriated for reading-room
	Reading-room	Days and hours of opening	1 daily	2 weekly	3 monthly	Others not included in 1, 2, and 3	Number of periodicals for children included in 1, 2, and 3		
105 Rocky Hill	no								
106 Roxbury	yes	Wednesday and Friday, 4-6 P.M.; 7-9 P.M. summer evenings only	none	1	12	gifts	1	none kept	
107 Salisbury	yes	Daily, summer, 10-12 A.M.; 3-6, 7-9 P.M.	2	9	11	1	2	23-50	
108 Saybrook*									
109 Scotland	no								
110 Seymour	yes	Tues. and Sat. P.M., 2-6; Tues., Thurs., and Sat. evening, 7-9.	5	10	15	2	4		
111 Sharon	no								
112 Sharon	yes	Daily, 10-12 A.M., 3-5 P.M. Also three evenings in week, 7-9 P.M.	2	6	22	none	2	150	
113 Simsbury	no								
114 Somers	yes	Wednesday and Saturday, 3-5, 7-9 P.M.		5	20	none	1		
115 Southingt'n	no								
116 South Windsor	no								
117 Stafford	yes	Wednesday and Saturday, 3-8 P.M.	none	6	9	none	3	no record	
118 Stamford	yes	Daily, 9 A.M.-12.30; 2.30-5.30, 7-9 P.M., including holidays	67 (a)				2	15,997	no special amount
119 Stonington	yes	Daily, 10-12 A.M.; 2-4, 7-8.30 P.M., except Sundays	58			none			
120 Stratford	yes	Daily, 10-12 A.M., 2.30-5.30, 7-8.30 P.M.	5	12	28	1	2	35-40	
121 Suffield	yes	Daily, except Sunday, 2-8 P.M.	4	11	24	1	3	well patronized	
122 Thomaston	no								
123 Thompson	no								
124 Tolland	no								
125 Torrington	yes	Daily, 1.30-5.30, 6.30-9 P.M.	1	8	23	none	1		
126 Union	no								
127 Vernon	no								
128 Vernon	yes	Every weekday evening, except Thursday	3	2	1	none	none		
129 Wallingford	yes	Daily, 10-12 A.M.; 2-9 P.M.		9	20	6	4	no record	abt. \$100
130 Washington	yes	Every afternoon from 2 to 5		5	9	none	2	no record	abt. 25.00
131 Waterbury	yes	Daily, 9 A.M.-9 P.M.; 2-6 P.M., Sunday	20	16	18	51	3		no special su
132 Watert'n (c)	yes	Tuesdays and Fridays, 2-8.30 P.M.	none	6	24		2		
133 Westbrook	no				4	1	1		
134 West Hartford (c)	no	Daily, 3-6; 7-9 P.M.	2	12	10	1	2	4,677	60.00
135 Westport	yes	Daily, 7-9 P.M.	7	5	12	irregular	4	20 daily	no special su
136 Wethersfield	no	Wednesdays and Saturdays, 3-5 P.M.; Mondays and Saturdays, 7-9 P.M.		3	7	none	2		
137 Wilton*	no								
138 Winchester	yes	Daily, 1.15-5, 7-9 P.M., except Sundays and holidays		5	15	1	2	none kept	
139 Windham	yes	Daily, 12 M.-9 P.M.	3	3					
140 Windham	yes	Wednesdays and Saturdays 2-5, 7-9 P.M.		4	14	none	2	(b) 1,000	
141 Windsor	no		(a) 4						
142 Woodbury	no								
143 Woodstock	no								

* No report.

a Class not specified.

d Library inactive.

b Report of a previous year.

c Table in library room.

ADDRESSES AT MEETING OF STATE TEACHERS' ASSOCIATION

[NOTE — In the following pages will be found a few of the addresses at the State Teachers' Association. These are printed at the request of the association.

Reference to the program shows that many addresses have not been printed. In most cases the speakers had only notes of their addresses and could not furnish manuscript for printing.

The committee appointed by the association to collect the manuscripts consisted of W. I. Twitchell, Hartford, W. B. Ferguson, Middletown, and Charles D. Hine, Hartford. This committee did not revise or edit the addresses, and all are given as the authors desired.]

The 56th annual meeting of the Connecticut State Teachers' Association was held in New Haven, October 17, 1902.

The following were the officers and committees:

OFFICERS

<i>President</i>	F A BRACKETT . . .	Hartford
<i>1st Vice-President</i>	C B JENNINGS . . .	New London
<i>2d Vice-President</i>	W N RICE . . .	Middletown
<i>Corresponding Secretary</i>	S P WILLARD . . .	Colchester
<i>Recording Secretary</i>	T H PATTERSON . . .	Bristol
<i>Treasurer</i>	W F NICHOLS . . .	New Haven
<i>Auditor</i>	J G LEWIS . . .	New Haven

Executive Committee

G T COOKINGHAM	Bristol	F H BEEDE	New Haven
SARAH J WALTER	Willimantic	H G BUEHLER	Lakeville

Finance Committee

F A VERPLANCK	South Manchester	N L BISHOP	Norwich
	W C FOOTE	South Norwalk	

COMMITTEES

Membership

D D LAMBERT	New Haven	E H GUMBART	East Norwalk
A E GARDE	Cromwell	L H STANLEY	Hartford
F A CURTIS	Saybrook	FRANK W CLAPP	Plainville
JAMES E MADIGAN	Waterbury	S P WILLIAMS	Bridgeport

Resolutions

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I

THE PRESENT RATE OF EXPENDITURES IN PUBLIC SCHOOLS IS MUCH TOO LOW

CHARLES W ELIOT LL D

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My object in this paper is to urge that the expenditure per pupil in the common schools of the United States is altogether insufficient. As foundation for my argument I must first state what the annual expenditure per pupil now is. For this purpose I avail myself of the table of annual expenditure per pupil which is to appear in Commissioner Harris's report for 1900-1901, an advance copy of which has kindly been given me. The average expenditure per pupil for the whole school year in the United States was then \$21.14 ; but this expenditure varies very much in the different divisions of the country. Thus the average expenditure per pupil in the North Atlantic division of the United States is \$33.52, while in the South Central division it is only \$7.54. It also varies very much in the different states of the Union. Thus the highest expenditure is made in New York, namely, \$41.68 ;

the next highest in the District of Columbia, \$40.50; the next highest in Nevada, \$39.70; the next in Colorado, \$38.29; the next in Massachusetts, \$38.21. On the other hand the lowest expenditures occur in the South Atlantic and South Central divisions; North Carolina spending annually \$4.56 per pupil; Mississippi \$6.48; Georgia \$6.68. The Western division (which includes the Pacific coast) has in general a high average expenditure per pupil, coming next to the North Atlantic division.

This total average expenditure during the year being divided by the average number of days during which schools are kept in the several divisions or states (that is, by the average length of the school term in days) yields another interesting figure, namely, the average daily expenditure per pupil. For the whole United States this average daily expenditure in 1900-1901 was 14.7 cents; but again the range of the average daily expenditure per pupil is large. The Western, or Rocky Mountain and Pacific, division pays most per pupil per day, namely, 22 cents: the North Atlantic division pays 18.9 cents daily for each pupil; whereas the South Atlantic division pays but 8.6 cents; and the South Central but 7.8 cents. The highest daily expenditures per pupil occur in the Western division. Thus Montana spends 27.9 cents per day; Colorado, 25.8 cents; Nevada, 25.6 cents; whereas the District of Columbia spends 23 cents, Massachusetts, 20.7 cents, New York, 22.4 cents. Here, again, the South Atlantic division and the South Central division present the lowest figures. Maryland spends 9.9 cents per pupil per day; Virginia 8.2 cents; North Carolina and Georgia 6 cents; South Carolina 5.3 cents; Louisiana 7.3 cents; Arkansas 8.2 cents.

Still another instructive figure is the per cent of the total expenditure for schools devoted to salaries. In the country the expenditures on sites for buildings are nothing, or very small; in cities the expenditures for this purpose are necessarily heavy. Again, the miscellaneous expenses vary much in different localities; so that it is interesting to see what per cent of the total expenditure in any division of the country, or in any state, goes to salaries. This figure is far less variable than the figures I have already quoted. In the United States as a whole the per cent of the total school expenditure devoted to salaries is 63.2; in the different divisions of the United States the percentage varies from 57.2 in the North Atlantic division to 83.6 in the South Central division, this division, which makes a very small total expenditure per pupil, namely, \$7.54, devoting 83.6 per cent of this total expenditure to salaries. The state of New York, on the other hand, which has numerous large cities within its borders, devotes only 59.1 per cent of its total school expenditure to salaries; because it is obliged to spend on sites and buildings nearly a quarter of its total annual output. The District of Columbia is in the same situation; and in Massachusetts only 60

per cent of the total expenditure goes for salaries. Among the states it is curious to observe that the largest percentages for salaries occur in the least advanced states; thus Nevada gives 83.4 per cent to salaries; Arkansas 85.1; Texas 88.1; South Carolina 86.7.

Another fact which throws light on the present situation of the American child of school age is the length of the school term in the different parts of our country. The average length seems to be 144 days; but this figure is only approximate, and needs interpretation, or at least an understanding of the methods of computation by which it is obtained. It indicates, however, that the average school term does not exceed 25 to 30 weeks in the year.

Another figure which has great interest is the average number of days of schooling provided during the year for every child from five to eighteen years of age. This number of days is supposed to be 68.3 in the United States as a whole. In the different divisions this figure varies from 41 and a fraction in the South Atlantic and South Central divisions to 87.5 in the North Atlantic division. These last figures are taken from Commissioner Harris's report for 1899-1900. The report is careful to point out the uncertainty which affects the figures, in consequence of the incompleteness of the returns, and of the different methods employed in different states for computing these results. For my present purpose it is safe to regard them as a rough approximation to the actual facts.

While these figures are in your minds, let me ask attention to the common practice of including the cost of school sites and buildings in the so-called school expenditure of the year. Thus, in the state of New York nearly a quarter of what was called the school expenditure in 1900-1901 went to sites and buildings; and in New Jersey, Minnesota, Kansas, and Washington more than a quarter. It seems to me that a method of accounting should be used which would not seem to throw this sort of expenditure, or any part of it, on the school resources of a single year. When a city obtains a new water supply, or makes important additions to its old one, or builds a new city hall, or a costly bridge, it meets the outlay by an issue of long bonds, which really spreads the expenditure over many years. When the Boston metropolitan district wanted parks, and spent ten millions of dollars in procuring them, it was at pains to spread the original expenditure for those parks over many years. The same method would be perfectly just in regard to school sites and school buildings. These are expenditures made for future generations as well as for the present; or rather they are made in much larger proportion for the benefit of the future than of the present. While, therefore, everything which relates to the maintenance of schools, as of parks or water supplies, should be chargeable as expenditure of the current year, outlays for new

sites and buildings ought not to appear in the annual school accounts. At the outside, only interest and sinking fund charges on such outlays ought to appear in the annual accounts. In studying the total annual school expenditure per pupil in any one community, and particularly in making comparisons between different communities in regard to school outlays, it is important to bear in mind this too common practice of including expenditures for sites and buildings with the annual school expenditure per pupil. Thus the District of Columbia is reported as spending \$40.50 per pupil per year; but the significance of this figure is considerably modified by the fact that \$9.54 out of this sum went for sites and buildings. The individual child going to school in the district in 1900-1901 has only \$30.96 spent on its education. That child's privileges were determined by the existing school plant and the outlay in that year for salaries, equipment, and maintenance. In Colorado in that same year the actual present child got \$32.93 out of a total expenditure of \$38.29. It is hardly any object for a town or city to keep an open account of its expenditures for its school plant, for the reason that it is impossible to compute the return from that investment. A portion of the return from park expenditures can be computed, namely, the rise in the valuations of the neighboring private lands or lots; but the best part of the return—the increased health and happiness of the population—cannot be estimated in money. Water supplies yield an income in a proper financial sense; so that it is worth while to keep an account with them as municipal investment. Not so with school plants—the return on them being beyond the reach of computation.

Let us now compare the annual expenditure on the public school child with what is made by a well-to-do family on its child sent to an endowed or a private school. In many American cities it is now the private school which receives the children of well-to-do parents; and this school charges a tuition fee of from one hundred to five hundred dollars a year for day pupils. You may suppose that the higher fees are paid in cities like New York and Philadelphia; but the highest fee that I know for a day pupil is charged by a private school at Louisville,—namely, \$500 a year. The endowed secondary schools are mostly situated in the country or in small towns; but in these schools the total charge for the year may be said to vary between four hundred and one thousand dollars. Now it is perfectly easy to provide lodging and food for any pupil between the age of ten and eighteen at a cost of five dollars a week; so that the charge for tuition and general care, and sometimes interest on the plant, at these institutions, must be from two hundred to six hundred dollars a year of forty weeks. It is fair to state that some of the more expensive endowed schools make an elaborate and costly provision for the physical training of their pupils, and their outdoor sports.

If you ask on what these large tuition fees are expended the answer is chiefly on teaching. A public school which has a teacher for every forty pupils is unusually fortunate; the private and endowed schools of the country not infrequently provide a teacher for every eight to ten pupils. Moreover, they employ a more expensive kind of teacher; for they use as teachers a larger proportion of men, and a larger proportion of college graduates, both men and women. For children of from six to ten years of age there is a very similar disproportion between the tuition fees in private schools and the expenditure per pupil in the public schools; thus private kindergartens not infrequently charge one hundred dollars a year for each child, and in private country schools for young children the charges approach those made in the private or endowed secondary schools.

The practice of employing tutors and governesses in single families is constantly increasing in the United States; and it is noteworthy that salaries are often paid to persons so employed which are decidedly higher than the salaries paid public school teachers, although they may have charge of only three or four children, sometimes of a single child. I cite these figures simply to show that well-to-do Americans, who can afford to spend on the education of their children whatever seems advantageous, are ready to spend liberally for their children's education. It is not necessary to my argument to assume that the expenditures thus made by well-to-do families are always judicious; an expensive private or endowed school may have serious drawbacks which offset some of its obvious advantages; but the figures I have cited show what thousands of American parents think it their interest to spend on the education of their children, and these thousands, belonging to the families most successful, pecuniarily, probably represent the more intelligent and farseeing families. I of course have not in mind the excessively rich; because their task in educating their children is made infinitely more difficult by the very fact of their excessive riches. I have in mind the ordinary, successful, professional man or business man, who earns money enough in a year to be able to afford for his children the best training he knows how to give them.

Compare now a tuition fee of from one hundred to six hundred dollars with the annual expenditure on the public school child in the most liberal states; with the expenditure, for instance, of thirty dollars per child per year in Massachusetts or of thirty-two dollars in New York, after deducting in both instances from the total expenditure the cost of sites and buildings. Compare these high tuition fees again with the total expenditure per child and per year of \$4.32 in South Carolina, or of \$8.32 in Kentucky, or of \$9.77 in Texas, — the expenditures on sites and buildings being in each case deducted from the total expenditure. Is it not plain that if the American people were all well-to-do they

would multiply by four or five the present average school expenditure per child and per year? That is, they would make the average expenditure per pupil for the whole school year in the United States from eighty to one hundred dollars for salaries and maintenance, instead of \$17.36 as now. Is it not obvious that, instead of providing in the public schools a teacher for forty or fifty pupils, they would provide a teacher for every ten or fifteen pupils? Would there not be a playground around every schoolhouse? If the American people thought they could afford it, would not a schoolhouse be kept in as perfect sanitary condition as a hospital? Fifty years ago nobody knew how to keep either a schoolhouse or a hospital in a wholesome state; now we do know how, and the hospitals are kept safe, but the schoolhouses are not. I wish to urge on you the proposition that the American people cannot afford to persist in the present low school expenditure per pupil and per year.

My first argument in support of this proposition is that, as a nation and on the whole, in spite of many successes, we have met with many failures of various sorts in our efforts to educate the whole people, and still see before us many unsurmounted difficulties. It is indisputable that we have experienced a profound disappointment in the results thus far obtained from a widely diffused popular education. It was a stupendous undertaking at the start, and the difficulties have increased with every generation. Our forefathers expected miracles of prompt enlightenment; and we are seriously disappointed that popular education has not defended us completely against barbarian vices like drunkenness and gambling, against increase of crime and insanity, and against innumerable delusions, impostures, and follies. We ought to spend more public money on schools, because the present expenditures do not produce all the good results which were expected and may reasonably be aimed at. I proceed to the unwelcome task of enumerating some of our disappointments with popular education.

For more than two generations of men we have been struggling with the barbarous vice of drunkenness, but have not yet discovered a successful method of dealing with it. The United States has dealt with the drinking habit of the people merely as a source of revenue. The legislation of most of the states has been variable, and in moral significance uncertain. In some of the states of the Union we have been depending on prohibitory legislation, but the intelligence of the people has been insufficient either to enforce such legislation or to substitute better. This is an accusation not against the moral disposition of the majority of the people, but against their reasoning power; and it is precisely that reasoning power which good schools ought to train. Unquestionably drunkenness has diminished, and the habitual use of strong drink is less common than it was fifty

years ago; but it is not the will of the people, as expressed in legislation and the enforcement of legislation, which has brought about this improvement. In an attempt to use the schools as a means of promoting total abstinence from intoxicating drinks, a grave injury has been done to the teaching of all the sciences in the schools; because many statements about alcohol which are not known to be true, and which are apparently contradicted by the common observation of the children themselves, have been forced into the schools. This mode of combating the tendency to use alcoholic drinks has been devised and executed by conscientious women; yet it would be hard to imagine a less intelligent mode. The public schools ought to have made it impossible that benevolence and devotion should be so misdirected. The courts have failed to deal wisely with habitual drunkards as a class, both the theory and the practice of fines and short imprisonments, as applied to drunkards, being entirely futile.

The persistence of gambling in the United States is another disappointing thing to the advocates of popular education; for gambling is an extraordinarily unintelligent form of pleasurable excitement. It is a prevalent vice among all savage people, but one which a moderate cultivation of the intelligence — a very little foresight and the least sense of responsibility — should be sufficient to eradicate. It persists, not only in frontier settlements and mining camps, but in country villages in all parts of the country, and in the large towns and cities. The passion for gambling affects the markets not only for stocks and bonds, but for the great staples of commerce, and the necessities of life. All the competitive sports are damaged by it; and in the forms of betting and of playing games for money, even some educated men and women are not ashamed of it.

Next, it must be confessed that the results of universal suffrage are not in all respects what we should have expected from a people supposed to be prepared at school for an intelligent exercise of the suffrage. Our fathers expected that good government would flow from universal suffrage as naturally as the brook flows from its wooded watershed. We have discovered from actual observation that universal suffrage often produces bad government, especially in large cities. The means of popular education are ampler in large cities than they are in the country; but to all appearances the existing urban schools, regarded as means of training voters, cannot contend successfully against the urban influences adverse to the voter's good sense and good will. A striking illustration of the failure of universal suffrage when exercised by an uneducated population was given in the southern states during the period of reconstruction — so called.

It is a reproach to popular education that the gravest crimes of violence are committed in great number all over the United States, in the older states as well as in the newer, by individuals

and by mobs, and with a large measure of impunity. The population produces a considerable number of burglars, robbers, rioters, lynchers, and murderers, and is not intelligent enough either to suppress or to exterminate these criminals. The immense majority of the population is orderly and peaceable, but lacks the invention or the determination to prevent these incessant violations of its peace. This is a grave indictment against popular education in our country. The extinction of these savage crimes against individuals and society would certainly be one result of successful universal education.

Again, the nature of the daily reading matter supplied to the American public affords much ground for discouragement in regard to the results thus far obtained by the common schools. It would be easy to point out encouraging symptoms in regard to the reading of the people ; but the most obvious phenomenon is that the people consume, and seem to demand, vast quantities of daily reading matter, which is coarse, trivial, and unimproving, and even immoral in parts. Since one invaluable result of education is a taste for good reading, the purchase by the people of thousands of tons of ephemeral reading matter which is not good in either form or substance, shows that one great end of popular education has not been attained. Unless the publishers of daily newspapers in all civilized countries are wrong in their judgment of what people demand — which is very unlikely — there is an active demand for a deal of foolish, false, or degrading narrative and fiction. From the point of view of the social philosopher, or the ethical reformer, this is the worst disappointment of all in regard to the results of the common school education of the XIX century.

A similar unfavorable inference concerning popular education may be drawn from the quality of the popular theatres of today. The popular taste is for trivial spectacles, burlesque, vulgar vaudeville, extravaganza, and melodrama ; and the stage often presents to unmoved audiences scenes and situations of an immoral or unwholesome sort. If public education had been mentally and morally adequate, surely the public theatre would be very much better than it is today.

Americans are curiously subject to medical delusions ; because they easily fall victims to that commonest of fallacies — *post hoc, ergo propter hoc*. They are the greatest consumers of patent medicines in the known world, and the most credulous patrons of all sorts of "medicine men" and women, and of novel healing arts. This mental condition of millions of our countrymen is very discreditable to the common schools ; for, after reading, writing, and simple ciphering have once been acquired as tools, the very next thing a school should begin to do for its pupils is to teach them the difference between an antecedent event and a true cause, or in other words to impart the power of drawing a just inference.

I say the school should begin to do this ; because the process is a long one, and is inseparably associated with training in accurate observing and recording. Is it not a just inference from the openness of the American mind to medical delusions that the common schools have not done what they ought to have done towards developing in the whole population the power to reason justly ?

That labor strikes should occur more and more frequently, and be more and more widespread, has been another serious disappointment in regard to the outcome of popular education. The whole eastern part of the United States has been forcibly reminded this summer of the stupidity, wastefulness, and ineffectiveness of strikes considered as remedies for social or industrial wrongs. It should be observed, however, concerning this disappointment that it results in large measure from a difficulty which accounts for a good many troubles in the United States, namely, the difficulty of assimilating year after year large numbers of foreigners. The managers, leaders, and promoters of strikes are frequently foreigners, or persons whose parents came to this country from Europe, and a large proportion of the men who engage in them are of foreign birth. To be sure it is only a small fraction of the total laboring population of the United States which is organized in Labor Unions ; but this small fraction is active, and possesses in combat the usual advantages which result from compact organization. The Labor Union is itself a secret organization, which avoids responsibility before the law by refusing to be incorporated. As we have all seen lately, the strike is often resorted to for reasons not made public, or at least not made public till after the strike has taken place. To use in industrial conflicts this weapon forged in secret is to exhibit an utter lack of faith in the very best means of remedy for industrial wrongs, namely, publicity. When the capitalists or the middlemen who resist a strike do so without publishing their reasons, the demonstration of lack of faith in publicity is complete. Yet publicity is the great security for democracy ; the best weapon against political, social, industrial, or commercial wrongdoing, and in the long run, the most trustworthy means of political and social progress. To distrust publicity is to distrust the intelligence and ethical sense of the people, the only safe foundations for free institutions. It seems as if democratic schools ought to have brought forward in a hundred years generations of workmen and employers that would hold firmly in all their affairs to the fundamental, moral ideas on which the republic rests ; but this success popular education has not achieved. The industrial wars which so seriously diminish the productiveness and prosperity of the country are evidences that the common schools have grappled unsuccessfully with the tremendous problem put before them ; and this remark applies just as much to the employers as to the employed. It is to be said for the Labor Unions that they heartily believe themselves

to be contending at present sacrifice for the future good of the working class,—even of the non-union men, whose independent conduct of their own affairs the Unions now condemn. And the same faith is to be discerned in the employers who combine to resist a strike. They too believe that at present sacrifice they are contending for the future good of their class and of the country. When I use these industrial conflicts to illustrate the inadequacy of American schools, I am impugning not the motives of the combatants, but their intelligence,—an intelligence which such education as the country supplies has left seriously defective. In these days such conflicts, if they have reasonable grounds, are ultimately settled by reason; yet the parties to them are often stupid enough to try for months to settle them by force,—that is, by inflicting pecuniary losses and physical and moral injuries, and creating widespread confusion and alarm. Verily, as Franklin said, "Experience keeps a dear school; but fools will learn in no other, and scarce in that." It is clear that American common schools have not succeeded in preventing that sort of fool from abounding.

In certain parts of American social life in which the ideal standards have been held high, there has sometimes come lamentable failure. For example, there is one element of American freedom which many of our people have valued very highly, but which has produced results of a character peculiarly disappointing. I refer to that freedom in social relations between the sexes which is supposed to result in marriages based on love and natural affinity, rather than on family interests, pecuniary negotiations, or considerations of social advancement. Here is a region in which one would think that the happiest results should have flowed from freedom combined with diffused education; and certainly, when American marriages are happy, they are very happy. But there are formidable facts on the other side of the account. The statistics of American marriage and divorce seem to show a frightful proportion of unhappy marriages, of sterile marriages, and of marriages which result in a small number of children; while to match the statistics of divorce among people of American descent in some of our states one has to go to Moslem communities. In this all important department of American life it is clear that the free schools have not prevented the development of formidable evils. Now, home and school react on each other. Whatever impairs family relations increases the difficulties of schools and colleges; whatever raises the school improves family life. The enlightening and conservative influence of the school in social matters is today all the more needed because the control formerly exercised by the church has been loosened.

The spoils or patronage system in the civil service of the United States illustrates in a striking way the inadequacy of the training supplied by the public schools. This mortifying display

of popular obtuseness reached its climax at about the end of the second third of the XIX century, and has since been very slowly declining. It was a real fooling of the people by catchwords and plausibilities, a sacrifice of the large public interest to small private interests, and a wide-spread application in a republic of the methods habitually used by aristocracies to corrupt and rule the plebeians, including one of the most demoralizing of those methods, the establishment of numerous sinecure offices. To be sure some original follies were added, such as a low scale of salaries in the higher offices and a high scale in the lower, and a rapid rotation in office which gave the long-suffering public a succession of inexperienced and therefore incompetent servants. Many people have supposed that the introduction, development, and tenacity of the patronage system in the United States were evidences of moral perversion in the mass of the people. Doubtless there has often been moral obliquity in the patrons and sometimes in the patronized; but it seems to me that in the great mass of the people it has been chiefly lack of perceiving and reasoning power which has caused them to submit to, or even encourage, the patronage system. They have neither seen straight nor reasoned clearly about its undemocratic, corrupting, and inefficient quality. They have not understood how demoralizing to youth is the hope of getting on in the world by the unearned favor of powerful persons. Now a popular education which leaves many millions of the people in this mental condition on a subject which touches nearly their daily welfare and the safety of free institutions, is surely inadequate to the needs of the republic.

Lastly, the final test of the value of the education given to an individual or to a nation is continuous mental growth. The human body has a continuous development up to the age of twenty-five or thereabouts, should then have a long period of level health and strength, and after sixty may be expected to decline. There should be no corresponding stages in mental development. The growth of a man's mental and spiritual powers should be continuous through life, and his last years should be his best. It is this continuous mental development which proves better than anything else that the education received in youth was effective, and that the subsequent mode of life has been all along wholesome and improving. If we include in this growth the development of what is called character, this continuous enlargement and improvement is the supreme human felicity. Now there are two common obstacles to the attainment of this felicity:—the first is the untimely arrest of education in youth; the second is the dulling and contracting effect of many methods of earning the livelihood. Any comprehensive survey of the social and industrial conditions of the American people will bring an openminded inquirer to the conclusion that these two obstacles to the continuous development of the human individual are both formidable

today. For millions of American children systematic education stops far too soon; and for millions of adults the mode of earning the livelihood affords so little mental training, and becomes so automatic, that mental growth is seriously hindered, if not arrested. I find here a strong argument for the expenditure of more public money on the education of the children, that they may be held longer in the schools with greater profit and greater enjoyment, and therefore have a better chance for continuous growth afterwards; and, secondly, I find in these considerations a strong argument for a moderate number of hours of daily labor in those occupations which have little variety, and call for little exercise of an intelligent judgment. These unfortunate conditions may be best resisted in the individual case, or in a million cases, by the steady gratification of a sound taste for reading; and the implanting of this taste in every child before it leaves school is therefore a matter of supreme importance. How else is the child who leaves school at twelve, fourteen, or sixteen years of age to feed its mind? How else is the adult to nourish and expand his mental powers, if he must spend nine hours a day in tending a machine; or in making day after day and year after year in his regular occupation the same observations through eye and ear, and doing the same things with hand or finger in the same order or with incessant repetition? In such cases,—and they occur by millions,—it is in reading and in the play of the domestic affections and the social interests that lie all the possibilities of mental and spiritual growth. Shall we not all agree that from this point of view the American schools have thus far been much less serviceable than they ought to have been, or at least, than we want them to be.

These illustrations will suffice to convince us that the results of American education have hitherto fallen far short of the hopes and expectations of its founders and advocates, and that it has great tasks before it, if it is to promote effectively public righteousness and the general welfare and happiness. But these great tasks will involve the greater expenditures I am pleading for.

To console us teachers, however, I hasten to say that it is not in national education alone that we have suffered heavy disappointments. Our predecessors of a century ago expected that when churches were freed from all connection with the state, and were supported by the voluntary contributions of their several bodies of adherents, everybody would attach himself to the church of his choice; and so religious teachers would have access to the entire population. We have learnt by experience that under the voluntary system a large portion of the population never goes into a church. We thought that universal suffrage would be in itself a great educational influence—as indeed it is. We have learned that it is not a panacea for all social ills. The abolitionists of 1860 and the republicans of 1865 thought that

the negro would take care of himself if only he ceased to be a slave; but after negro experience of personal liberty for a whole generation the nation still has a fearful negro problem on its hands; and millions of our countrymen maintain that no white man should invite a black man, however agreeable and interesting, to eat with him, and imagine that political equality necessarily carries with it social intercourse on terms of equality, whereas universal experience is entirely to the contrary. The average American thinks today that free institutions must necessarily produce a more satisfactory public service than can be procured under monarchies or empires; but the ancient city of Rome, the capital of a monarchy, has today a much lower death-rate than any large American city. The city government of Glasgow can not only provide water, highways, bridges, sewers, street cleaning, schools, fire department, parks, public libraries, and art galleries for its 800,000 people, but can also supply gas, electricity, wash-houses, markets, lodging-houses, homes for widows or widowers having young children, and street railways; and all these good things, in addition to what New Haven or Boston does, Glasgow does at very low rates to the public, and with profit to the city itself. For a small scale comparison of the same sort, take the little English colony of Bermuda, with a resident population of 6,000 whites and 10,000 blacks. There is a mail delivery of letters and parcels at every house on that island twice a day; and the books of the colony's library in Hamilton are carried by the mail free to and from any house on the island. I know no American rural community which enjoys the like privileges. The fact is that a good many public services are performed by governments which we should not describe as free, better than they are performed by the corresponding departments of our own government—or, in other words, free institutions have not produced in three generations better public service in all respects than other institutions, although they are in themselves more educative than any other. Herein is a grave disappointment for democrats by inheritance and conviction. This is not saying that there is any people in the world more fortunate on the whole, or happier on the whole, than the American people. Thus, the municipal government of Philadelphia is very inferior to the government of Berlin; but for the average working and thinking man Philadelphia is a happier place to live in than Berlin. The government of Boston is, as a government, inferior to that of Glasgow; yet Boston is on the whole a vastly better place to live in than Glasgow. The other effects of social and political freedom make the northern United States the most prosperous community in the world, in spite of the fact that the efficiency and moral tone of the public service is in some departments better in less free countries than it is in our own. Our people are too impatient for peerless fruitage from the slow growing tree of

liberty; we all expected sudden miracles of material and moral welfare—we get only a slow development and a halting progress. It is not, then, in regard to public education alone that democratic hopes and expectations have been seriously disappointed.

Let us now consider briefly some of the unprecedented difficulties which American education has not yet been able to overcome.

It is a huge and novel problem with which education in our country has been struggling from the first starting of schools and colleges in the American wilderness; and the problem has all the time become huger, and still persists, decade after decade, in proving novel. We are trying to prepare all American boys and girls for a life of unprecedented freedom—freedom of thought and speech; freedom to travel, to change the place of abode, and to change the occupation; freedom to enter into any sort of public or secret association or union; freedom from everything resembling castes or insurmountable social or political barriers. No other country of the civilized world—not even the Australasian Confederation—offers its children so complete an exemption from the social and industrial limitations which in the past have hedged the way of the tradesman, the mechanic, and the peasant. Moreover, in no other civilized country of the world is there such an absence of effective police supervision as in the United States. One must say that in country districts there is none, and that in urban districts it is ordinarily ineffective. Even wellknown members of the criminal class are under no effectual control, and by merely changing from time to time their field of operations often succeed in preying on the community for years. The law has no strong arm. On the continent of Europe the army seizes on every ablebodied youth, and subjects him during from one to three years to a severe discipline, which does some good to a part of the conscripts. There is nothing of that kind in the United States. The task of American schools and colleges has, indeed, been a novel one from the start; for they must not only train the intelligence of every pupil, but implant moral restraints and ideal standards, which will help him through the perils of an unprecedented liberty.

It is, then, for a society of unprecedented mobility and unprecedented freedom of action that the American schools and colleges are endeavoring to prepare their pupils. Good results of this extreme mobility and freedom, as well as bad, are evident on every side. The son of a shiftless, roving, pioneer farmer becomes, through extraordinary gifts of body and soul, president of the United States; an illegitimate boy in an obscure country town becomes a preacher, teacher, and author of distinction; innumerable men of humble origin, brought up in narrow conditions, become leaders in industry, trade, finance, and the professions. The population is characterized by restless ambition, the spirit of

adventure, the love of things new, and irrepressible personal initiative. It is for a community different from any that ever before existed in the world that the American schools and colleges are trying to educate all the children.

Again, American schools and colleges have a task without precedent, because of the extraordinarily varied nature of the families to which their pupils belong. It is impossible for a day school to replace family culture, or to make good the lack of a sound intellectual and spiritual influence at home. In all our cities, even the oldest, the schools have to deal with families of various races, religions, and social histories. Thus, Boston in the eighteenth century had a very homogeneous population; at the beginning of the twentieth it has a population of extraordinary diversity. The country is assimilating people from all over Europe; and it is the American school which effects the greater part of the assimilation. No other schools and colleges in the world have such a task. It is this difficulty which so retards the success of the new efforts to teach the English language and literature in the public schools. A day school can hardly overcome the effects of rude speech or foreign speech at home. If the multifarious people who emigrate to America had had experience of public liberty, the task would be easier; but the greater part of them have had experience of oppression, of economic defeat, or of impenetrable social hedges. No wonder that American schools and colleges have staggered under this almost insupportable burden.

Again, our schools and colleges have been trying to prepare their pupils for a subsequent life out in a world which has itself been shifting and changing with an unprecedented rapidity. The life for which the American schools should now prepare their pupils is an utterly different life from that for which the schools were preparing the children forty years ago—or even twenty years ago. All the scenes have shifted within a single generation. The younger people in this hall can hardly imagine the elementary condition of the American cities only two generations ago; you will permit me to take Boston as an illustration, because it was and is an old, rich, well settled place, with which I have been familiar. The little city had no water supply, no sewers, no gas, no street railways, no well paved streets, no paid fire department, hardly any police (and that not uniformed), no public library, no electricity, no ocean steamers, and no park except the Common; and foreigners were so few and strange that a serious riot took place in Broad street when my father was mayor, which was entirely due to racial and religious prejudices between the Protestant Americans and the Catholic Irish. It is obvious that nothing resembling the complex, intense, and stimulating city life of today could have existed in such a community. The schools and colleges have hardly been able to keep pace with the astonishingly

rapid changes in the industrial and social conditions of the population — indeed, American school committees have often proved themselves incompetent to provide beforehand against the plainly visible shifting of population from the heart of the city to the suburbs, and the steady inrush from the country to the city. We have made great advances in regard to preventive medicine and sanitation, and these improvements have been shared by the schools; yet new evils are constantly arising in our urban communities, and the beneficent discoveries in medicine and surgery can hardly keep pace with the new evils which result from the congestion of the population. Thus the schools struggle with the problem of contagious diseases among their pupils, and slowly become less troublesome as propagating houses for mumps, measles, scarlet fever, smallpox, and diphtheria; but to offset this gradual improvement, new centers or sources of infection are constantly created, such as crowded street-cars, populous tenement houses, unventilated public halls, thronged eating houses and workrooms, filthy paper money, and the fouled water supply, celery bed, oyster bed, or dairy.

The whole world has been made over since 1850, and with many new powers for good there have come in many new powers for evil. We have today telephones, telegraphs, submarine cables, the great ocean steamships, sewing machines, mowers and reapers, street railways, subways, turbines, electric motors and lights, and steam engines innumerable; and from all these things immeasurable benefits have flowed; but they have given us, also, huge factories, masses of operatives who spend their lives tending imperative machines, or making only some small fraction of a complex product, overcrowded tenements, vast cities, formidable combinations of capital on the one hand and of laborers on the other, the rifle which kills at a mile and a half, the Lyddite shell, and the battleship. As I said a year ago at the celebration of the 200th anniversary of Yale University, "industrial, agricultural, and social conditions have so changed that not a man or woman in our broad country now works in the same way or to the same results as men and women worked in 1701,—not a soldier or a sailor fights today in the least as soldiers and sailors fought when Yale was born. The most vital change of all is a new spirit animating the corporeal mass of civilized society, a spirit pervasive and aggressive — the all modifying spirit of Christian democracy." The American schools and colleges have had to readjust themselves incessantly to these sweeping changes in the condition of society; and it is not to be wondered at if they have often failed to keep pace with the rapid steps of this wonderful transformation. It must be confessed that the schools have not changed and improved so much as the means of transportation, or of manufacturing, or of lighting and heating, or of farming, or of mining. The schools have of course improved; but they have not kept

pace with the industrial and social development of the past fifty years.'

One of the principal changes in American society within the last fifty years has had a profound effect on schools and colleges, namely, the transfer of the great majority of the population from the country to the city. Children brought up in the country get a deal of invaluable training from their rural surroundings. They roam the fields and wade in the waters, observe plant and animal life, use and take care of domestic animals, and help their fathers and mothers in the work of the house and the farm, and thereby get invaluable training—first, in observation, secondly, in attention to the task in hand, and thirdly, in good judgment when at work—the judgment which prevents waste of strength and distinguishes between the essential or immediately necessary in productive labor and the unessential and deferable. A roaming country child, brought up on a farm, learns from nature what it is almost impossible to impart to a city child. In city schools we have been for twenty years past laboriously trying to provide substitutes for this natural training in country life. The recent natural history study from specimens used indoors, the manual training given in carpentry, forging, filing, and turning, the garden plots and roof gardens, the vacation schools, and the excursions to parks and museums, are all sincere efforts to replace for urban children the lost training of eye and hand which country life supplied. It is impossible to exaggerate the importance of these substitutes; but after all, these substitutes are inferior to the spontaneous, unenforced results of living in contact with nature, and of taking part with mother and father in the productive labors of a farm, a market garden, a hennery, or a dairy. What children acquire in the spontaneous, intense, self-directed use of their faculties is always more valuable than the results of a less eager though more prolonged attention to enforced tasks. These considerations may be accepted as reasonable explanations of the shortcomings of American education. They do not alter the facts that the disappointments of its advocates and friends have been many and deep, and that immense difficulties beset its path.

What should be the effect on our minds today of these disappointments, and of these unsurmounted difficulties? Surely a new and hearty resolution to do what we can to make the schools better and more effective to all righteous ends. But this greater effectiveness unquestionably means greater costliness. The heavier the disappointments of the past, and the graver the present difficulties, the firmer should be our resolves for the future, and the more urgent our appeals to the governors and leaders of the people to appropriate more money to the free schools. Could anybody imagine it to be unreasonable to spend for the mental and moral training of a child as much as is spent on his food? If that equality in expenditure could be established all over the

Union, there would result a prodigious improvement in the public schools. I have already pointed out that well-to-do families spend a great deal more on the education of their children than they spend for their food and lodging, and this is undoubtedly family wisdom, whether it be viewed from the material or the spiritual side. In all probability what is wise for a well-to-do family would be wise for the nation as a whole. I pause here in my argument in favor of larger school expenditures for the American community. Tomorrow, in New Hampshire, I mean to develop another side of the same subject.

II.

BIRTH OF THE TEACHERS' PENSIONS MOVEMENT IN THE UNITED STATES

By Miss ELIZABETH A ALLEN

Secretary of Board of Trustees of the Teachers' Retirement Fund of New Jersey, General Secretary of the Teachers' Retirement Fund Department of New Jersey State Teachers' Association, and Principal of School No. Five, Hoboken, N J.

It was in May, 1890, that a self-constituted committee of three New Jersey women teachers began the agitation for teachers' pensions in the United States. They introduced a Teachers' Pension Bill in the New Jersey Legislature of 1891. It passed the Senate, but "too late" to get to the House. Similar bills were introduced in 1893, 1894, and 1895. For one reason or another each failed to become law.

These bills were for State pensions pure and simple. But it was evident that the people were opposed to this proposition; besides, the committee had "experienced a change of heart" regarding pensions, and had arrived at the conclusion that the teachers should themselves provide a retirement fund, and ask for a State administration of it. This they did in a bill introduced February 3, 1896. It passed the Senate with but two dissenting votes, — the House unanimously, — and became a law March 11, 1896, without the Governor's signature.

The Work of Getting Membership.

Then came the work of getting membership. Three months constituted the time limit. Unlooked for opposition arose. Some declared the law unconstitutional, others asserted the plan to be unfeasible, many urged teachers not to join. June 11th drew near, when enrollment must close. Teachers were not joining. The committee was in despair. In this extremity we confided our fears to an energetic and optimistic friend, under whose guidance we organized a press bureau. Repeatedly we

communicated with every paper in the State and covered every school with literature, with copies of the law, and appeals to the teachers to join the fund. The committee explained the law at teachers' meetings. The new state superintendent, Hon Charles J Baxter, immediately threw the powerful influence of his office and his personal sympathy in our favor, and when, June 11, 1896, Mr Baxter telegraphed the secretary that 2,510 of the 5,074 teachers of New Jersey had enrolled as members of the Retirement Fund we threw our banner to the breeze and rejoiced greatly.

New Jersey Teachers' Retirement Fund

The Teachers' Retirement Fund of New Jersey is Article XXVII of the State School Law. Membership is voluntary and is open to all teachers and superintendents in the public and State schools of New Jersey. The fund is made up of a one per cent deduction from the salaries of members, and from the proceeds of entertainments, fairs, gifts, bequests, etc. After January 1, 1903, to join the Fund, two per cent will be required of those who have been teaching ten years, and no one having taught over fifteen years will be admitted to membership except upon a certificate of sound health.

The Fund is administered by a board of seven trustees, composed of the state superintendent of public instruction, three members of the state board of education, and three teachers elected by members of the Fund, who are also members of the State Teachers' Association. The state treasurer is *ex officio* treasurer of the Fund. Any member of the Fund who has served twenty years in the schools of New Jersey and who has become mentally or physically incapacitated to earn a sufficient livelihood is eligible to apply to the Board of Trustees for retirement on annuity, which is half pay with a minimum of \$250 and a maximum of \$600 a year. The law provides for a *pro rata* reduction of all annuities, should the available funds in any quarter be insufficient to pay in full.

"Will never be heard of again."

In going over my clippings recently I came across the following from a prominent paper: "The Governor last evening vetoed Miss Allen's teachers' pensions bill; it is safe to assume that this much-talked-of scheme will never be heard of again." That "prophecy is a hazardous occupation" may be seen by the following: To date fifty-five teachers have been retired on annuities aggregating \$16,793.65 a year, and averaging \$305.34. The income of the Fund last year was \$24,053.68, of which \$3,160.74 was derived from bazaars, entertainments, donations, legacies, base ball games, etc.; \$1,833.67 from interest, and \$19,059.27 from

members' dues. At the same time the Permanent Endowment had reached \$66,228.55.

A Question that will not Down.

This is a question that will not down! Since New Jersey began the agitation for a teachers' retirement annuity system, the idea has been taken up in almost every state in the Union, and is in successful operation in many of the large cities. Since New Jersey teachers organized a plan of old age and invalid insurance, the great railways have moved in the same direction, with the difference that the railroads, I understand, contribute equally with their employees, and administer their annuity funds at the expense of the corporations. No, this question will not down! The subject of old age and invalid pensions is being discussed the world over. It is part of the German governmental system. It has furnished a plank in British political platforms for years. The great religious denominations are eagerly devising plans to retire on a self-respecting basis the aged and infirm of their clergy.

A Benefit to the Schools

The movement for teachers' retirement annuity systems in various States and cities, begun by the teachers themselves from motives of sympathy for their stricken comrades, has, wherever inaugurated, resulted in such manifest benefit to the public schools that it may be confidently affirmed that in no other one single way can the cause of education be more signally advanced than by building up and maintaining teachers' retirement funds. Whatever improves the schools is a direct public benefit. The retirement of veteran invalided teachers on annuity will improve the schools, because :

First, boards of education can by this humane means vacate positions when their incumbents have become incapable of filling them to the best interests of their pupils, and can supply classes with vigorous and competent instructors;

Second, immunity against future want must ultimately attract a very high grade of talent to teaching as a life vocation ;

Third, relieved of anxiety for the future, teachers will give themselves and devote their scanty earnings more enthusiastically and generously to teaching and to the study of their profession, in order to do which progressive teachers must be under considerable expense for books, educational papers, and for courses at colleges and summer schools.

Problem that Must be Faced

The older States stand face to face with a problem from which hitherto the youth of their public school system has kept them

free. "The normal schools of this country owe their existence to the initial efforts of Henry Barnard in the first Teachers' Normal Institute in Hartford in 1839. He founded the normal school at New Britain in 1851. New Jersey established her state normal school in 1855. The establishment of state normal schools means a professional corps of teachers. Men and women of talent and energy consecrated their lives to teaching, and the public school system of today is largely the result of their devoted toil. This is our professional heritage.

Pioneer Corps of Teachers

It is constantly charged against old teachers that they have "got into ruts." More justly might it be said that as pioneers in a new country they hewed down obstacles, tunneled "hills of difficulty," leveled grades, laid tracks and riveted the rails over which "educational progress" steamed smoothly into the twentieth century, and, alas! would now sidetrack the "old teacher" along with the "old methods" that have made America the foremost nation of the age. Let us have "progress," by all means, in education as in all things else; but let us not have it at the cost of injustice or ingratitude, for not that way lies true progress.

Hard Conditions Imposed by Progress

"Progress" has imposed hard conditions on teachers the past few years. The system inaugurated back there in the fifties has developed so rapidly that school conditions have nowhere near kept pace with it, to say nothing of the latest "approved" though not always "improved" "new methods," so distracting to older teachers; population by immigration and by natural increase, kindergartens, admitting children at four years instead of five, and compulsory education have demanded school accommodations far in excess of what has been provided, and the result has been overcrowded classes. Mothers! Fathers! Do you wonder that teachers break down early? Let me ask how long your nerves would last if you had to manage and instruct classes of from 40 to 120 youngsters five hours a day for 200 days a year? Compulsory education, too, has forced into the schools the unruly element; at the same time laws prohibiting corporal punishment have been enacted, and while foolishness is still bound up in the heart of the child, the rod of correction has been driven far from the teacher, so that there is no recourse but to moral and mental forces in dealing with the disorderly. Thus has the nervous strain, inevitable to the care and instruction of the young, been increased tenfold. The result is that this pioneer corps, this advance guard of our educational system — what remains of it — is no longer fit for active service; nor are breakdowns confined to veterans alone.

What Shall We Do About It?

Our comrades are failing on every side. What are we going to do about it? I have read Dr Henry Barnard's beautiful letter to Miss Hopkins, in which he says: "This Annuity Guild will help to develop the co-operative spirit among teachers," and "we all owe a debt to the profession to which we belong, and teachers who enter into the labors of their predecessors, who get knowledge and inspiration and reputation from that source, can discharge this debt in part by cheerfully co-operating with each other in mutual support."

Our Debt

Now, what debt do *we* owe the profession to which we belong? And how are we going to discharge that debt? The retirement-annuity fund is the only practical solution thus far offered to this perplexing and often pathetic question; for, while the people want vigorous instructors for their children, they will not tolerate ruthless expulsion into penury of teachers long identified with their schools and endeared to them as their instructors and the instructors of their children. The method has been repeatedly tried and promptly condemned as not only unjust, cruel, inhumane, but as ultimately detrimental to the cause of education. And this attitude on the part of the public is righteous and wise. But what is your duty and mine?

Dignity of the Profession Involved

The dignity of the profession is involved. Teaching is an honorable, a holy calling. It must be respected; it should be revered. These it can never be if permitted to contribute its veterans to the "pauper class." Once let the name of veteran public school teacher become a synonym for miserable indigence, and "Ichabod" may well be written upon the brow of every one of us; for truly the glory will have departed.

The Principle

If the public schools of America shall fulfill their high destiny in this republic they must compete with the other more lucrative professions for the ablest men and women to engage in teaching, a vocation that is unremunerative, yet of paramount importance to state and nation; and while teaching cannot offer the brilliant prizes that may be won by the eminently successful in the other professions, still a moderate compensation during the years of active duty, together with a modest competence secured against age and disability, may prove to many talented men and women more attractive than a strenuous and often futile competition after wealth and distinction in other callings.

A recognition of this principle has led in most of the large cities, and in some of the states, to the creation of "Funds" whereby teachers of long service and impaired efficiency may be relieved of their classes and retired with honor upon a modest annuity.

The immediate effect of this policy is already discernible in the disposition shown by able and ambitious teachers to seek permanent positions in the large cities, where not only are salaries higher, but where generous annuity systems already exist.

City Versus State Systems

The establishment, however, of funds in cities only, to the exclusion of teachers engaged in suburban and rural districts, seems an unjust, unprofessional, and unpatriotic discrimination against the country school and against the teachers of the state at large. It is tantamount to a declaration that the country teachers are less worthy, or that the teaching in the country district is of less importance to the general welfare than are the instructors and the instruction provided in the graded schools of the great cities; whereas is it not admitted that the strength and energy of our cities is maintained chiefly by recruiting from the ranks of men and women born, bred, and educated in the country? City teachers are far better paid than country teachers; their tenure of office is comparatively secure, while the educational work done in the country at large is just as good and quite as essential to the glory and safety of American institutions. The Connecticut Teachers' Annuity Guild and the New Jersey Teachers' Retirement Fund are commendable because their benefits may be availed of by all teachers in their respective states.

Born of Spirit of Philanthropy

The Retirement Fund was born in a spirit of philanthropy, and in soliciting membership we appeal not only to the instinct of self-protection, but to the generosity of teachers to provide for the helpless years of their veteran comrades, whereby they will fulfill the divine command of love, and will contribute to the uplifting of a noble profession — noble if teachers will but strive to realize the ideals of their high calling. But do teachers respond to this appeal? Well, in New Jersey 3,200 — about 42% of the teaching force of the state — have joined our Fund.

Members — Active and Passive

Our members may be classified as active members and passive members. The former are workers as well as contributors; the latter have "joined," and permit a one per cent stoppage from their salaries. One reason why membership in certain sections is so much larger than in others is because a greater number of

teachers in the former are active in enlisting sympathy in the cause and extending the membership. Every member should work. What is wanted is a helping hand all along the line; not the excessive, killing labor of a few. Let each member but induce one other teacher to join, and membership and income and benefits are doubled.

What the Girl Teacher Says

But why have not more teachers responded to the earnest appeals of members and workers here? Well, let us see. The girl teacher says, "Twen-n-ty years! I shall never teach twenty years; I shall marry!" No doubt whatever about that—now. Of course you will. But even for you there is food for reflection in the fact that of the fifty-five teachers retired on annuities nine are widows; they wore the orange blossoms only to return in the weeds of widowhood. There are other ventures in life more permanent and certain than matrimony. But young persons who enter the profession in the right spirit are glad not only to receive their pay and the emoluments of their calling, but they willingly assume its duties and share its responsibilities. That so many young persons have joined the ranks in just this spirit is inspiring.

The objector may be a young man, ambitious to advance. To him we say, "Join the Fund, so that the positions to which you aspire may be honorably and humanely vacated. Their incumbents are weary, anxious to retire; but to *resign* means for them dependence or want." The teacher who for a livelihood is compelled to impose his or her services upon a sympathetic community after debilitated health or the infirmities of advanced age render those services undesirable suffers a bitter and undeserved humiliation. Let us provide a comfortable and honorable retirement for such faithful ones.

Young Teachers Joining

It has been assumed from the start that the oldest teachers would join the Fund and not those whose need of annuity is most remote. It is gratifying, therefore, to record that the great majority of new members are young teachers, who thus evince that *esprit de corps* with which teachers become an inspired body, —without which they are a mere assemblage of disconnected units.

High Salaries, not Pensions

The young collegian says: "I believe in high salaries, not pensions." New York City raised salaries while providing munificently for pensions. But that is not to the present purpose. Young man, your enlightened "views" upon this subject will not put a shingle

of shelter over the heads of men and women who, on much lower salaries than you get, have nobly served their day and generation, and are now beyond the hopes that inspire you. Perhaps, though, if you will, in just gratitude to those who laid the foundation of your prosperity, share a minute portion of your compensation for a cause so beneficial to the schools, you might with better grace demand higher pay and stand a better chance of getting it. Again, your sufficient answer lies in the fact that the great colleges and universities of America and of the world have established or are establishing retirement annuity systems for their professors for precisely the same reasons that gave birth to the movement for retirement funds for public school teachers.

The Fund not a Charity

Some are disturbed, we hear, because they fear the fund may be regarded as a charity. They are wrong. A mutual life or fire insurance company might as properly be called a charity; so might fraternal societies. Generals, admirals, judges, college presidents, and professors, who are retired on half pay, do not consider that they are receiving charity, nor do the American people think so. Nowhere in the world is the teacher more respected and self-respecting than in Germany, where teachers' pensions have obtained for a hundred years.

The Objection of Older Teachers

Nor are objections all from the youthful standpoint. Old teachers, if any of us can admit this definition, secure in the confidence of communities they have long served, fear that the existence of funds—not yet sufficient (for all projects take time to develop)—will furnish a pretext to new and “progressive” superintendents to “get rid of them,” the people assenting under a mistaken impression that these faithful teachers are “being relieved of their arduous duties and retired upon pensions,”—well merited, indeed, but, alas! not yet within the Fund's ability to provide. This fear, I am sorry to say, experience has shown to be not without foundation.

A Danger Point

Just here, let me add, lies a danger in state and municipal “out-and-out pensions.” Men and women of ripe experience and unimpaired efficiency may be thrust out of position upon charges of superannuation and incompetency by young, up-to-date superintendents, in whose honest but unseasoned judgment the “half-century mark” seems a fitting finale to all earthly usefulness. Where teachers provide their own fund they may have some voice in its management.

Protest of Teacher not Old

A teacher who is not old protests: "I would join if one, without being disabled, could retire on annuity after teaching twenty years." Dear girl, the twentieth century, with all its achievements, has developed no such Utopia, and there is none in sight. On this rock of false finance the Chicago retirement fund was wrecked.

Another says, "One has to be almost dead before she can get the benefit." Well, in ordinary insurance one must be quite unmistakably dead in order that one's heirs may get the benefit. But the quoted objection is not correct. The health of several annuitants has improved notably since their retirement. Do you know what it would cost a woman of thirty to buy, in twenty annual payments, an annuity of \$250, — annuity to begin at fifty years of age? You do not? Well, it would cost \$129.84 a year, or a total of \$2,596.80. How many teachers can afford any such annual payment, or how many teachers have any prospect of being able to save the \$6,000 which, invested at 4%, would yield a yearly income of \$240? Yet, teachers, do you not think that, as fairly prudent human beings, we should be making some provision against a possible, a probable, breakdown after twenty-five or thirty years' teaching? And how can you do this so easily as by joining the Connecticut Teachers' Annuity Guild? The cost to you is trifling; so little that you will never know it. And it is a good investment for yourselves and, coincidentally, an opportunity to give practical expression to the Golden Rule. Believe me, if in this respect you do your duty to yourselves, to your comrades, and to the cause of education, — believe me, — the wealthy and public spirited men and women of this grand old state will so endow your Annuity Guild that it will be able to honor every just demand. But *you* must show the example. By being true to yourselves, your fellows, and your profession, you will prove yourselves worthy of the backing of the good and generous citizens of Connecticut. If you do not so prove yourselves, I affirm that you are not worthy.

Property owners pay fire insurance gladly, and pray for nothing in return save the serenity of mind that is given by prudent precaution against possible misfortune.

Men unselfishly carry heavy insurance that, should they be taken away, wives and children may not suffer want. The principle of unselfishness runs all through God's creation, perpetuating it.

To Teachers Transiently in Connecticut

"But I," exclaims another, "have no intention of remaining in the state longer than is necessary to secure the probationary experience required to command a permanent and better paid position elsewhere." My friend, the State wants permanent

teachers; but would it not be professionally graceful for you, although transiently employed here, to yield a mite, and such a very little mite, of your salary for the good of the schools that serve for your apprenticeship? The professional spirit is not bounded by state lines or county lines, or restricted within city limits. It would be wise and right, as well as graceful, to identify yourself as closely as possible with the interests of teachers as a profession. Note again what your Dr Barnard says:

"The community ideal is the highest educational principle, and the only certain way by which it can be revealed clearly to teachers is by personal interest and expression."

Income of Retirement Funds

Where retirement funds are provided by state or municipality, or where membership in the Fund is a part of the contract of every teacher appointed after the passage of the law creating such Fund, as is the case in most of the large cities and some of the states, a constant and increasing income is an assured thing. The Teachers' Retirement Fund of New Jersey, however, is dependent upon the voluntary contributions of an every varying membership, supplemented by the activity, energy, devotion, and enterprise of its promoters. There is danger, when the first enthusiasm wanes, that the enterprise will languish, unless permanently organized agencies are set to work to recruit membership, augment incomes, and build up, on some constant and systematized plan, a permanent and sufficient endowment.

To this end was created the Department of the Retirement Fund of New Jersey State Teachers' Association, with the rallying cry of "Endowment of a Million — Income, \$100,000 in Five Years!"

This work requires organization on a broad scale, labor, energy, talent, time, and money. Though the work of this department for the year just closed has been largely one of organization, the material and financial results are encouraging.

Membership increase is 443 (against an aggregate of 411 for the three preceding years), which means an addition of over \$2,000 to permanent income.

Two classes of associate members of the department have been formed: (a) An Annual Associate Membership, by the payment of \$2.00 a year, and (b) A Life Associate Membership by one payment of \$25.00.

Three quarters of the receipts from Associate Memberships go to the Permanent Endowment of the Fund, and one quarter into the department treasury, to help defray the expenses of promoting the work. Not a penny of the expense of organizing and developing the Fund has come out of the Fund. From the beginning these expenses have been met by the Teachers' Pensions Committee, by the Retirement Fund Department, and by individuals.

Other important and continuing results of the work of the department may be cited. Among them are :

I. The broad indorsement of the Teachers' Retirement Fund by the State Teachers' Association.

II. Its official and public indorsement by the most important superintendents of the State, forty of whom have become honorary officers of the department.

III. Its official indorsement by several boards of education. For instance, the Trenton board has recommended all Trenton teachers to join the Fund, and has instructed the secretary to furnish all new appointees with application blanks.

It is in the power of boards of education and superintendents and principals to make such a retirement fund popular and successful, or unpopular and unsuccessful. In Hudson County, N J, our enterprise, from its inception, has enjoyed the cordial sympathy and approval of these authorities, with the result that 83 per cent of the teachers of the county are members of the Fund, and in many schools every teacher has joined. In our most populous county, however, the sentiment, now happily reversed, was long distinctly hostile, with the result that only 37 per cent are members. But even here, in several schools every teacher has joined, which shows the influence of sympathetic principals who enjoy the confidence of their teachers.

Most earnestly do I hope that every superintendent and every principal in Connecticut will feel himself or herself under a moral and professional obligation to advocate and recommend your Annuity Guild. It seems to me that they should do this not only from altruistic motives, but from selfish motives; for, while I prefer always to appeal to sentiments of generosity, it is a fact that every teacher retired means a move up, a promotion, all along the line.

Local Sick Benefit and Mortuary Funds

Not the least among important results of the Retirement Fund movement in New Jersey is the organization of teachers' social and beneficial societies. The existence of local "sick benefit and mortuary funds," created by and for public school teachers, not only fosters *l'esprit de corps* among them, but makes for the preservation of the health and strength of its members, prolongs their period of active life, and is, therefore, a proper protection to the Retirement Fund. Moreover, as unified centers, such local societies, by devising, and from time to time setting on foot various enterprises for making money, will form the permanent agencies throughout our state whereby may be carried into effect that provision of the law which permits the Fund to be augmented by entertainments, fairs, bazaars, gifts, legacies, etc. From such sources \$14,816.22 has already been added to our Permanent Endowment.

The Permanent Endowment

With the loyal, energetic co-operation of the teachers, we believe it is possible to raise, in five years, an endowment of a million dollars from associate memberships, donations, entertainments, legacies, etc.; but this can be accomplished only by the enthusiastic, energetic, prolonged efforts of the great body of our profession. Let public spirited men and women see us moving forward unselfishly in aid of our failing coworkers and of the schools, and they will come to our support. But we teachers must set a lofty example of generosity and public spirit.

Were Mr Carnegie, from his surplus, to donate a million to our respective funds, how happy and grateful we should all be with that "lively sense" of favors yet to come! But, teachers, there are those who out of no surplus whatever are giving to your fund their vital energies, their time, talents, and, indeed, "all the living that they have." They are toiling that later you may rest. Can you hesitate about your duty?

The New Jersey Retirement Fund has received one legacy; it was from a public school teacher, Miss Emily S Sayre, of Woodstown, N J, a member of our Fund and an annuitant, who left \$2,285.75, half of her estate, to the Fund. The fact that the first bequest comes from a teacher and a member of the Fund is an endowment in itself, breathing a spirit of fraternal sympathy which, could it animate the whole body of teachers, would ennoble the profession.

Do Teachers Never Unite?

It is said "teachers never unite except for a raise of salary," and that "they hang together like a rope of sand." Teachers of Connecticut, grand little state that gave the world a Barnard and a Thomas Gallaudet, you have an opportunity to refute the accusation. You have refuted it in the broadgauge plan of your fund, that includes all the teachers of Connecticut. Unite now, to a teacher, in building up the Annuity Guild! Join it unselfishly for the sake of others and for the betterment of the schools! Work for it! "Do good, hoping for nothing in return, and verily thou shalt be fed." "There is that which scattereth, yet increaseth." "There is a giving that does not impoverish, and there is a withholding that maketh not rich." Think of the suffering it lies in your power to relieve; of the comfort you can bring to those who have borne the heat and burden of the day; of the heritage of happiness you can leave to those that come after you. Such union of high and unselfish purpose will be enduring,—a bond of fellowship and of lasting strength. Teachers, do your duty toward your Annuity Guild; and generations to come will rise up and call you blessed. Take for your motto these noble words of Dr Barnard: "For one, I mean to enjoy the satisfaction of labor, let who will enter into the harvest."

III

PUBLIC SPEAKING WORK IN THE SECONDARY SCHOOL

By Professor GEORGE B CHURCHILL

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What I have proposed for myself in this paper is a severely practical attempt to suggest to you something worth thinking over a little in a kind of work in which for some years I have been interested and busy as a teacher in high school and in college. I want, if it be possible, to get you to reconsider a little the value of that kind of work, to give a little impulse toward doing more of it in the high school, to offer a few suggestions as to how that work may best be done.

The rather broad title of my paper needs some definition. By "Public speaking work" I mean all that is generally spoken of under the head of elocution — oral reading, declamation, debating, the preparation and delivery of original addresses, voice culture,—in short, the whole province of oral expression. What ought to be the place of work in oral expression in the high school?

Now there is another question which naturally comes first to anyone who thinks about this subject. What *is* the place of oral expression, what work is done in oral expression in the high school? Very little. I make that statement unhesitatingly, though I have frankly to confess that I do not know much about what is done in the Connecticut high schools, and shall have to ask you to govern what I say by your knowledge of what is done there. I take some pains to find out what has been the preparation in this work of the boys who come to Amherst college. I know a good deal of what is done in the Massachusetts and New York schools. So far as concerns these schools at least my statement is true; and I believe it to be true generally of schools throughout the country. Considered by itself the work in oral expression is little, and littler still when compared with the work done in any other important educational subject.

The case is very different from that of written expression. Those who teach English in high schools know what a vast deal of attention has been given to that subject of late years, and what strides it has made in our curricula. Compare the amount of attention now devoted to composition and rhetoric with that of fifteen and twenty years ago. There *is* no comparison. Then compare that work with the attention given to declamation, debating, the training of the voice. Again there is no comparison.

I can sum up the results of my investigation into the amount of this work done in Massachusetts high schools thus. You will be able to tell whether the summary holds good for Connecticut also. In few or no Massachusetts high schools is there any work

in debating as a part of the regular school work, though a considerable number have debating societies connected with the school, and these are given some encouragement, a little criticism, and practically no training or assistance by teachers.

In declamation the case is the least bit better. Very few high schools make declamation any part of the regular school work, but many have occasional, and some regular, school exercises, in which declamations are delivered. So in these schools a few boys and girls have a little opportunity for work of this character. But the training or rehearsal for these exercises is at best slight and is generally wholly wanting.

If one were entitled to judge from the few reports I have from Connecticut schools one might think Connecticut somewhat more attentive than Massachusetts to this kind of work. But at the very best, making all possible concessions, it is evident that the schools do not consider work in oral expression a very important educative influence. Why not? Well, there are more reasons than I can mention here, but these are some of them.

In the first place, there is a rather widespread impression that training in speaking in the high school is *futile*. If we could expect to turn out a good many Websters and Everetts or even such orators as Senator Hoar and Senator Lodge, we should probably work pretty hard at it. But we know that there aren't many such orators, and we have a vague notion that, at least so far as delivery is concerned, these men are self-trained. As for our lawyers and our clergymen, whom of course we expect to be good speakers and whom we criticise severely when they are not, we feel that the law school and the theological seminary, with perhaps some training in college, ought to be sufficient preparation for them. As for the teachers, it rarely occurs to us that they are the most frequent speakers to considerable audiences. We feel, in short, that the high school is for the *average boy* who may be anything as a man, but who pretty certainly will not be a public speaker, and that consequently the average boy does not need to be trained in speaking.

Another reason is a general distaste on the part of cultured people for public elocution. The extravagance, the tawdriness, the insincerity of the ordinary public reader disgust us, and we cry out upon the training which gives us that kind of thing, we incline to feel that all declamation or recitation is a sort of insincere and flashy show and pretense, not a real thing. A third reason, one which I find has a very great weight with some of the finest minds, is a feeling that public speaking work, especially debating, is harmful to real culture and real scholarship; that in place of a devotion to the truth and an eager pursuit of it, it substitutes the advocate's spirit, the partisan spirit, than which in the domain of scholarship and culture nothing can be worse. They feel that it is training a man to show that black is white, to make

the worse reason appear the better, and they revolt at such a course.

But by far the most important reason of all why we have no confidence in such training is the fact that very few of us ourselves have had it. We have not known its educative value in our own lives. How can we appreciate, then, the value it might have in the education of others?

Now personally I am very deeply convinced of the great educative value of training in speaking. I want to make clear to you some of the grounds of that conviction, and I shall be glad if as a result any of you may be led to attach more importance to this kind of work.

The objection that the high school cannot set itself to the training of future Choates and Websters is a valid one. The problem for the high school, whose place in the state is the training not of specialists but of good and useful citizens, is this: Why should the high school give the average boy, who may become anything that is respectable, the opportunity and necessity of spending a good deal of time and hard and well directed work in learning to speak well?

Because the man who cannot speak well is only half a man, and only half fitted for good citizenship. He is just as truly if not just as much to be pitied as the man without legs or without arms. What would you think of a boy who trained himself to play football by carefully studying everything that has been written about football and all that the best coaches can say about football, but never ran a step, never caught a ball, never tackled a man, never broke through a line, till the day of a match game? You know that is an impossibility, and that if it were a possibility such a boy would be out of the game in just about two minutes. Now that is just the condition of the man who cannot speak. He is out of the game of life, or at least the part he plays in it is small. You think, very likely, that that is exaggerated. You know any number of more or less successful men, especially business men, who never made a speech in their lives, who would be simply frightened if they were obliged to talk ten consecutive minutes to an assembly of any kind. But I did not say anything about making a speech. I said the man who cannot *speak well* is only half a man. It is very true that nearly every man has at some time or other to make a speech, and that not many can do it well; something might be said about that; but this, at least is true, that we do most of our work in this world with other men and through other men, and we act upon them mostly by talking to them. For writing well the schools strive hard to give adequate preparation, but for one opportunity to influence others by writing the ordinary man has a thousand opportunities to influence others by talking. The man who talks best, other things being equal, will be the most

successful. "The superior effectiveness of some educated men over others," declares President Eliot, "lies not in their greater stock of ideas, for among educated men the stock of ideas is pretty constant and equal in value, but in their greater powers of expression."

Our boys cannot live their lives by themselves. They can't be business men by themselves, any more than they can be preachers or lawyers or teachers all by themselves. Even if they are to be physicians or engineers or artists they live with others, have beliefs which they want to induce in others, wish to influence others about a hundred things, and have to do it by talking to them. They tell us that this isn't the orator's age; it is the business man's. Even in the legislatures and congress speechmaking doesn't amount to anything any more; all the business is done in committees. Well, just because the committee is there for business, nowhere is good speaking more necessary — not speeches, but good speaking. Time is short; facts, not mere words, are wanted. The man who means to make his views effectual there must know how to express them clearly, concisely, forcibly, and he must be able to get clear ideas out of the verbose and puttering statements of others. That is being businesslike.

And that is what I mean by "speaking well"; to be able to put your feelings and your opinions on any occasion in such a form as will accurately and clearly and concisely set forth just what you believe and feel, and in such a form, moreover, as will be effective to make others think and feel as you do. How many of us can do that? And yet does not every one of us desire and need to do it?

Yes, though we follow the fashion and preach with strenuousness to our pupils the doctrine of accomplishment, of doing rather than talking, by the very preachment we admit the necessity of the right kind of talking. Not much does a man accomplish by himself. The man with an idea, a purpose, must put that idea into the heads of others, must imbue them with his purpose, before idea and purpose can become a great deed.

Well, then, if this is so, has not the average citizen, to whom the high school has given a stock of ideas and purposes, a further great claim upon the school, that it shall teach him how to make his ideas effective, how to transmute purpose into accomplishment? And if it is true that a good deal of this transmutation depends upon good speaking, oughtn't the high school to teach its pupils how to speak well?

Now some of you who have agreed with me thus far, perhaps, may be inclined to offer an objection here. You may say, "Admitting that this training is desirable, oral reading, declamation, debates and so on are not the only means of obtaining it. A good talker has to be a good thinker; clear thought produces clear

expression. We train boys to think, and to think clearly. And we can point to many a good talker who has not had the kind of training you are advocating."

I am ready to admit that is a strong objection and largely true. If I were to try to point out what is weak and untrue in it I should need a good deal more than this hour. But this much I will say :

1 Look at the boys and girls whom you are graduating this year. Of how many of them are you prepared honestly to say that they are good talkers? And of those who are not, how many do you feel sure will have the opportunity and the means to become such hereafter?

2 You have been training these boys and girls to think. In the case of how many of them do you feel honestly satisfied with the results? If you are not wholly satisfied, and if, as I suppose most of us believe, the power to think well is one of the greatest aims in our education, oughtn't we to welcome any work which will contribute to this result, even if we have to throw over for it such memorizing and such observation as does not seem to contribute to this result? And if the training in speaking should prove to be helpful also in training the pupil to think, oughtn't we to welcome it? I believe that the right kind of training in speaking is one of the most admirable of the means of training in thinking.

3 Doesn't this objection that good thinking will produce good expression fail wholly to take into account the training of the voice? And do not the voices of our pupils in general woefully need training in force and clearness, in enunciation, in attractiveness and beauty? I am content to leave the answer of that question to you. For myself, I assert that the culture of the voice is one of the greatest deficiencies in our whole system of culture and that one of the crying needs of our schools is constant practice in vocal calisthenics.

Now, whatever we may think about the amount of training which our pupils receive toward good speaking or talking, and whatever may be our estimate as to the number of high school graduates who now talk well, I think I may count on your agreeing with me that the power to talk well, to talk pleasantly, sincerely, genuinely, clearly, forcefully, in family and friendly conversation, in business and professional life, is a desirable thing; that it is more necessary to the average man than the power to write well, upon which English teachers expend so much effort, and that we ought to strengthen the training toward that power whenever we can in our high schools.

Now I'm going to indulge in some suggestions as to ways and means of so increasing our training, and as I do so I shall find occasion to make a little clearer in some places, perhaps, the value of more training and the need of it. My suggestions are not startlingly new; they consist mostly in reinforcing old ways.

Debating.—First, these high school boys, and girls too, ought to have a large opportunity and a considerable necessity for debating. And they ought to have good training in debating.

It is in debating that our boys get today their chief opportunity for training in speaking. For in many of our schools there are debating societies to which a certain number of boys belong, and which are maintained with a considerable degree of interest. I believe in these societies most thoroughly, and one of my suggestions is that every high school ought to have one and that large high schools ought to have more than one.

There can be no question as to the value of debating, and I hardly need to lay any stress upon it. It forces the constant endeavor to set forth clearly and effectively one's own ideas; it trains one to think on one's feet; it brings the fluent and ready speech and the ability to find the fitting and efficient word just when it is wanted. And all *that* every man needs, if he never speaks to more than one person at a time in his whole life. And the incidental advantages, such as the information that one gets about current affairs and the history of our country, are many and valuable.

But with all these advantages my experience as teacher in high school and college has convinced me that there are some great defects in the society system.

1 One defect I have already pointed out—that debating tends to induce the advocate's spirit and not the spirit of the impartial seeker after truth. Unaided in obtaining the right view of debating, the debater comes instinctively and without question to regard winning the debate as the chief end of his work. He is apt to carry this spirit out into the world with him, and to regard every public problem as a matter of partisanship; to select first his side and then seek for arguments to support it. He goes too often to swell the ranks of those who are unswerving party men on all public questions, instead of adding to the ranks of those real thinkers and investigators who know how to maintain their independence even within party lines. And it is the ranks of these citizens, who alone are the really good citizens, that the public school wants to serve.

This defect, however, springs largely from the fact that in general the members of these debating societies receive no help from their teachers. Think of it! How many good writers should we expect to turn out simply by seeing that our boys have an opportunity and occasion to write now and then, but giving no instruction, no correction, no suggestion in the art of good writing? We know perfectly well that, though our boys might gain by the practice, they would always remain far below the line of possible attainment, and that they would be inculcating into themselves many a fault which could never afterwards be eradi-

cated. In writing English we have long since got past the point of allowing that.

This, then, is the remedy called for — or at least a partial remedy — that the teachers should give themselves to these societies in earnest training and help, and our school superintendents and school committees ought to see to it that there are teachers with time and ability sufficient to give such help. The boys must remain masters of their societies, the idea that the society is their recreation and not a mere school instrument must be fostered, but training in preparation and tactful compulsion to receive such training from the teachers must be forthcoming. The boy must be taught to see that his object in debating ought not to be primarily to win the debate, but to find out and make known the truth; that there is truth on both sides of almost every question; that as a debater it is his business to bring out whatever is true on his side and expose whatever is false on the other, leaving his opponent to do the same for his side; and he must be taught that, while his duty as speaker is that of the honest advocate, his duty to himself is to welcome the truth that his opponent discovers as well as that which he has found for himself.

Such teaching the wise teacher can largely give by showing the boy the necessity he is under of studying thoroughly his opponent's case, that he may meet his opponent's arguments where it is possible; a necessity which the untrained and uncriticised debater scarcely ever appreciates. Refutatory argument is mostly lacking in our high school societies; the lack of it in the Harvard and Yale debates was severely criticised by Prof Percy Gardner a few years ago. It is one of the hardest things to produce in college debating classes, and we all know that the defect is pretty nearly as apparent in the discussions of men and women of mature years.

But *teach* a boy that, and what a gift you've given him! What else in his high school course will send him farther on the way of devotion to the truth and the propagation of it?

2 The second defect of the untrained debater is like to the first, and, like it, is common everywhere, though most common with the untrained debater. That defect is the disregard for the necessity of proofs. High school debaters, college debaters, debaters everywhere seem to think that a good, strong, "I tell you, gentlemen," is as good as the best evidence. Somebody must stand behind our young debaters, as the slave stood behind triumphing Caesar to warn him against too great pride, to thunder constantly in his ear, "Proofs, where are your proofs?" The boy must be taught that no argument is good which has not abundant evidence to support it. When honest and open-minded men differ about important questions it is not usually because they don't know the arguments and reasons offered on each side, but because they have not evidence enough. Three-fourths of our bother and

difference over great political and social questions is caused by lack of evidence. Teach the boy that when he gets out into the world he will find that it is facts which convince men, and that he is the master and controller of men's minds who offers not arguments merely, but facts and the arguments that fit those facts. The boy will never teach himself that. It is largely because he doesn't learn that that so many regard debating work as futile. It is the fault of the schools if it is futile: the sympathetic and interested teacher can teach the boy the necessity of facts.

The teacher can do more than this. He can make debating one of the greatest helps in teaching his boys to think. So much of our school work depends upon memory; in debating you can teach the boy to reason. The untrained debater's ideal is to find a few strong points on his side and present them effectively; you can teach him better than that. You can help him to find his material and so teach him how to use books; you can teach him to analyze the question and see how much is necessary to prove his side; you can show him how to organize his separate points into an orderly, developed, and complete argument; you can lead him from an intellectual pecking at a question, which is all that 999 men out of 1,000 ever achieve, toward an intellectual grasp of a whole problem; you can in short teach him to reason, really to *think*.

I have spoken in favor of the debating society, but I think there ought to be some debating included in the regular school work. How much, must depend on many circumstances. But in regular school work you could make certain of inculcating these principles of which I have spoken; you could bring into the work some who would not join the debating society; and you could use these discussions to add interest and value to your other work. What an opportunity there is for this in the teaching of history, of civics, of economics! How much additional information and insight as well as interest the participants in such debates would gain! A very large use of these discussions might be made to the double advantage of the subject in which the question lies and of training in power of expression.

If I were teaching American history, I should certainly have debates on such topics as "Was Adams or Jefferson the greater president?" "Has the spirit of compromise in our history been more harmful than helpful?" "Was the Northern or Southern view of our government the right one?" "Has the republican party or the democratic party done more for our country?" And there are a hundred equally good questions in all the departments I have mentioned. What invaluable reviews such discussions might be, and what supplement to the class work. Give a boy about to enter college the question, "Which was the greater writer, Homer or Virgil?" and wouldn't he know more about the poetic power of these men than he had gained from all the lin-

guistic study of his texts? It might even be that from the reading of Sellar's book on Virgil, or Symonds' book on the Greek poets, he would first really appreciate the fact that Homer and Virgil were poets.

Declamation.—Let us turn now for a few moments to consider work in declamation. Compared with debating the case of declamation is both better and worse. It is better in that more of it is done in the school; it is worse in that while untrained practice in debating, though it fails of much good, does comparatively little harm, untrained declamation works a very great amount of harm. Seventy-five per cent of all the training in declamation given to Amherst freshmen has to be devoted to ridding them of certain faults, faults which if uncorrected will always prevent their speaking well, and faults which they never would have had if the high school had furnished them the proper training. Power in oral interpretation grows, of course, with the growth of the mind; but so far as my observation goes our grammar school pupils are in some essentials better readers and reciters than our untrained high school pupils. Until a boy is twelve or fourteen his personality, his notion of how the thing ought to be done, don't get in his way, don't get between him and his reading. He reads, if he is interested in the thing he is reading, unconsciously, with an eye single to what he is reading, and so he reads naturally, as we say, just like himself. But when the boy gets to be twelve or fourteen, especially when he becomes a member of a society, he begins to form for himself a notion and ideal of what good speaking is. He becomes dimly conscious of a certain power in good speaking, of a certain power in his voice, which he would obtain, and if he is left to himself, in 99 cases out of a hundred, he gets a very false notion of how to obtain power. He comes consciously or unconsciously to think that if he talks like himself he can't get that power. And so in seeking for it he falls into a monotonous "tone," a "singing" like that of so many of our preachers, in which the natural variety of inflection, the natural subordination of the unimportant word and the relief and emphasis of the important word, directness, individuality, are gone, and we get a great volume of noise, often on but two or three musical notes, which neither impresses any idea upon us nor makes us thrill with any feeling. That is the reason why to so many people "declamation" is a derogatory word, means "mere sound and fury, signifying nothing." Now that is all wrong. Lack of training in the high school is largely responsible for it, and right here in the high school the fault ought to be killed, *must* be killed in those who get no further training, and in many who do; for the faults practiced into the boy during those all-important four years are often utterly ineradicable in the man. High school training must make the effective speaker, as the lack of it is now making the ineffective speaker. There ought to be

no *untrained* declamation in school or society. The boy ought to have some one to teach him that he never can speak well if he doesn't speak like himself; that Jones can never speak well if he tries to speak like Smith or Smith if he tries to speak like Jones; that any real power he may acquire must be his, not somebody's else; that his good declamation is just his own natural way of conversing, raised to the *nth* power of expressiveness and impressiveness. "Good public speaking," said John Churchill, "is simply ennobled conversation. The boy must have somebody who can check him at every sentence with—'Jones, *you* don't talk that way. When you're coaching a man on first base you don't say, '*Get down with his arm*,' but '*Get down with his arm*'; you don't say on the football field, '*Fall on the ball*,' but '*Fall on the ball*.'"

With intelligent training, made effective by enthusiasm and a clear perception on the part of the trainer of the value of the work, the pupil will gain with every declamation in saying his say naturally, attractively and impressively. For that is the work of declamation, to train the speaker—and everybody speaks, remember—in the use of that instrument, his voice, by means of which he is to make other men understand and believe in his beliefs, and feel as he feels. When he can take the ideas and feelings of another man, and get them into the minds and hearts of his listeners, then he will be able to give them his own ideas and feelings. And, believe me, not till then. Whatever the student may say, whatever teachers who don't teach speaking may think, the man who cannot first effectively convey the thoughts and feelings of others will not be able in later years effectively to convey his own.

Now, in what I have been saying about declamation, I have regarded it as mere training toward a different end, as interpretation of another that one may eventually be able to interpret oneself. But does it not occur to some of you that oral interpretation of another's writing may be even to the adult man and woman a very noble end in itself? We study in school and college, and if we have really acquired culture of mind and soul we read all our lives with joy, the great poems and the great prose which immortal writers have given us. And surely this audience is the last in the world to deny an eager desire that our boys and girls may have this great source of life, may read good literature with understanding and with joy. For all real literature, whether prose or poetry, appeals not only to the intellect but to the emotions, and makes its appeal not by means of the eye only, but—something that most of us fail to realize—by means of the ear also. That is clear enough to us all when the words are what we call onomatopoetic, when the sound of the word conveys the sense. When the bees murmur in immemorial elms, when the clock in "Godiva" strikes with twelve great shocks of sound, when the echo flaps and buffets round the hills, we perceive that

by their sound the words convey or suggest their sense. But all literature, poetry most of all, is in a wide way onomatopoeic. Not words only, but phrases, sentences, paragraphs, convey or suggest ideas and feelings by their sound. We recognize that when we speak of the music of poetry; perceive that some of its message is conveyed by tone. How much, how very much of that is lost when we use only the inward ear for our interpretation, when all the music, all the tone, comes to us strained, as it were, through the eye! The voice can do for the word what no printed letters can ever do. The trained voice alone can realize to the full that music and that rhythm which the artist wishes to use as an instrument of his message; so by the voice alone can that full message be conveyed. "A poem is not truly a poem," says Professor Corson, "until it is voiced by an accomplished reader who has adequately assimilated it." No literature can be appreciated which is not well read aloud.

If that is so, and if the power to read well can in all but the rarest cases come only through training in school and college, ought not we, who are struggling to teach an appreciation of English literature, first of all to make certain that what is now done shall not train in the wrong direction, and then to make every possible effort to train in the right direction? And it is perfectly possible to add a great deal of reading and recitation to our school work even under present circumstances; and we shall do it just as soon as we come to realize that time so spent is not merely adding something that ought to be added, but actually helping us to accomplish what we are aiming at today, but what, if we are honest with ourselves, we must admit we often fail to accomplish.

I imagine that the teacher who is preparing boys for college entrance examinations in English must admit that more often than any other. I, at least, had often to admit it when I was doing that work. These teachers have to work at times under the most hampering conditions. To teach literature to the literary minded is hard enough, but the sane and healthy boy isn't often a literary animal. And when in defiance of all psychology and common sense our wise commission expects us to teach the boy to appreciate at his age such a work as Burke's Conciliation with America, for instance, we may well despair. But in declamation we have a means of appealing to a boy's imagination, of teaching him literature, in which many a boy is interested and more can be interested by a good and enthusiastic teacher. To declaim good literature well *is* to appreciate it. And what an opportunity the teacher of literature has with a boy who is willing to study a declamation and try to deliver it well! He has to learn to emphasize the right words; that means that he has to learn what words in every sentence carry the kernel of the thought, what words carry on the thought from sentence to sentence and

paragraph to paragraph throughout the piece. He has to learn to grade the emphasis of sentences as a whole, of paragraphs as a whole ; to learn crescendo and climax in emphasis ; that means that he has to weigh the relative value and importance of the different thoughts. What a study is all this in literary construction and development ! He has to learn to give the right variety of inflection and pitch to each word and sentence and paragraph ; what a study that is, too, in sentence and paragraph building, in literary unity and harmony. He has to learn to give the right quality of tone to each word and sentence and paragraph ; that means that he has to learn that each sentence and paragraph conveys not only a *meaning* but a *feeling* of its own. What a study that is of the emotional side of literature — of literature as an art. For the sake of the former of these things many a boy is willing to study the latter, and many, many times I can assure you from my own experience, these latter things come to him as a perfect revelation. It seems to me often that I can see a boy in declamation rehearsals growing mentally and spiritually before my very eyes. As he strives to interpret with his voice he perceives thought and feeling that he has never seen before. As his voice responds more and more to his will, it conveys to him a sense of power which he had never felt. He catches fire, intellectually and emotionally, from the sound of his own voice. That rehearsal is to him a real education. So long as such rewards come to the teacher of declamation — and they come not rarely — his work may be tiring enough, but it can never be tiresome.

So it seems to me that into our English literature work we ought to welcome a great deal of oral reading and declamation. The teacher ought, as an indispensable condition to his teaching, to be himself an excellent reader, and he ought to read much to his pupils. From the works studied by the class he ought to have the members of the class read and recite as much as possible, but never without thorough training and rehearsals. Julius Cæsar, Macbeth, The merchant of Venice, for instance, ought in different recitations and readings to be given nearly entire ; Ivanhoe and The princess can furnish many a declamation ; such poems as Lycidas ought to be read aloud after very careful preparation ; and even from the Conciliation with America selections can be made the delivery of which will give something of an appreciation that might otherwise be wholly lost. If you say that time cannot be given to this because examinations must be passed, I reply that no school authorities have any business to let college entrance examinations prevent the best education in literature. The staff ought to be large enough to allow both kinds of work. And a second reply would be what I have said before, that the more important thing won by this kind of work is very often a direct gain in the other kind of work.

Upon the teachers of other departments than English I should urge still more strongly in the case of declamation what I urged in the case of debates. How many splendid and illuminative declamations the teacher of history can find to brighten and intensify his work, and to give, as nothing else can give to the student, an appreciation and admiration of the great events and great men in our history! No student of American history, for instance, ought to study the battle of Gettysburg without hearing Lincoln's great speech well delivered, or read of Samuel Adams without hearing some of Lodge's oration on the man of the town-meeting. Let the teacher of Cicero have Cicero's orations or parts of them delivered, well delivered, before his class; let the pupil in Virgil deliver the boat race in the fourth book as he would the boat race in Tom Brown; let the pupil in Homer deliver the Death of Hector as he would the Death of Wolfe.

That such training as I have suggested is really educative must, I think, be apparent. But the highest education is the building of character. And here, too, I assert, training in speaking may be made to play a not unimportant part. When the boy has reached that point where he becomes possessed of a desire really to influence his associates, when he becomes ambitious to win his debates, when he is eager to acquire power in the affairs of his debating society, or class, or school, he sometimes experiences a lack of success which he finds it hard to account for. Who has not seen both boys and men that with attractive voices, with much of the grace and polish and technical skill, with much of the power of clear and vigorous thinking, that go to make the good speaker, fail to convince and move those who listen to them; while the listeners gladly submit to the sway of some harsh or weak-voiced speaker, awkward and rough in gesture and delivery, but whose thorough earnestness, whose manifest sincerity, show that his whole nature is possessed by the thing he is uttering? That situation occurs over and over again in college and in school, and therein lies the opportunity of the teacher. To show the boy that he is guilty of the fault of "fine-speaking"—if I may coin the term as a parallel to "fine-writing"—that he is insincere and ungentle, that he is thinking of how he speaks rather than what he speaks,—this is to help build that boy's character. For you shall be able to show him that he is speaking to those who know him through and through, that they are testing always what he says by what he is, that he will never make them think and feel what he does not really and intensely think and feel, that he must make the choice between the success of Aeschines and the success of Demosthenes. "You," said the great Greek to his rival, "you made them say 'How well he speaks!' but I made them say 'Let us march against Philip!'"

Last spring District Attorney Jerome said to me, as he passed on his way to the platform from which he with others was to address a great audience, "I don't see why it is that because I can do one sort of thing fairly well, people think I can do another wholly different kind of thing." He meant that he didn't see why because people thought he would be a good District Attorney they should think he could make a good after-dinner speech. But when it came to the test, when the others, men of reputation as speakers, had made their best efforts, Mr. Jerome alone really moved the audience, really stirred their feelings and gave an impulse to their wills. For, where the others had manifestly endeavored to be eloquent, he alone had seemed to be possessed, not *of*, but *by* the thing he had to say, and uttered it with such plain, sincere directness, that in his words was felt the very soul of the man. It is the Jeromes, the Parkhursts, the Roosevelts, whom as speakers we ought to hold up as models to our boys; and so shall we be doing something toward making our boys what the Jeromes and Parkhursts and Roosevelts are as men; so perhaps shall we now and then find ourselves *heaving* one of "those grand sticks of human timber, all afire with holy indignation," of whom Dr. Parkhurst speaks; "men who feel iniquity keenly, and are not afraid to stand up and hammer it unflinchingly and remorselessly, and never get tired of hammering it;" and so prove, indeed, "instruments of God."

In closing, let me summarize briefly what I have tried to show—that there is too little work in oral expression in our high schools; that it is very little when compared with the work in what are recognized to be important educative subjects; that it is very little when compared with the work in written expression, though the demand of life for good talking is far greater than that for good writing; that the ideal of the high school, training for good citizenship, really *includes* training to speak well. I have urged that such training must include much practice in vocal calisthenics, in debating, declaiming; and that even in our overcrowded curricula this can be included to the large benefit of what is already there. I have suggested some ways in which this work should be done. And I have especially emphasized the dangers that lie in the prevalent condition in the schools of untrained debating and declaiming; the danger that untrained debating may cultivate the partisan spirit, while the pupil fails to learn how he must seek the truth if he is ever to find it; the danger, rather the certainty, that in untrained declamation he will acquire ineradicable faults that will forever prevent his speaking really well.

I have tried to show that such training is training for the demands of everyday life, that it has real educative and culture value, that indeed, conducted by the wise teacher, it has value in the building of character.

In what I have said I feel certain I have not been extravagant, but I know that you may think so. I am content if I have in any degree made clearer the necessity for a strong effort on the part of the high schools, that their graduates shall not be hampered in their growth as men and women, in their effectiveness as citizens and neighbors, because they have not been trained in the most common, constant, and inevitable mode of expression.

IV

TWO OBJECTS IN TEACHING HISTORY

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It would be interesting to get from a representative group of history teachers a census of their opinions as to the value of pedagogical principles in their work. If I am not mistaken a large number, perhaps most of them, would disclaim any great indebtedness to pedagogy, or to any general principles of teaching history. They would say, perhaps, that the character and methods of their work were determined by the inherited customs of the institution in which they were, or for which they prepared students, by the personal preferences of the instructor, and by the individual peculiarities of the students and text-books that fate sent them,—by many little things rather than by any great principles. I am sure that some of the teachers whose work would be generally recognized to be of the best would be unable to say just how they taught, just what goal they aimed at in their teaching. We all of us have a reverence for principles, of course, but do not a good many of us treat them much as savages do their idols, making ceremonial sacrifices to them once in a while to appease them, and prevent them from bothering us in our everyday working lives?

There are reasons for this practical divorce between the science and the art of teaching history. The subject that we have to deal with is as varied as human life itself. It is one which is beginning only now to be studied in a scientific spirit, with a due regard for the complexity of the problems that it presents. The advances that are made are not uniform through the whole field of history, but are scattered and have to do with different countries and different periods, and with different elements of social progress. These advances are the work of a great body of investigators, and are recorded in many different languages. We cannot expect them to become immediately available for the instruction and use of the history teacher.

If we turn, in fact, to the books that the history teacher is most likely to consult for aid in the conduct of his work we find in them a reflection of the changing and imperfect character of the science of history. While these books offer many valuable suggestions to the teacher they are not the sure guides that he is seeking. Their advice is generally vague, sometimes, I feel sure, misleading and often impracticable. I do not pretend to a knowledge of the whole body of literature on the teaching of history ; when I state these impressions of it I have in mind such discussions of the topic as are found in the report of the Committee of Seven to the American Historical Association. Professor Henry E Bourne's recent book, *The teaching of history and civics*, is so far as I know the best one now in the field, and should be of great service to any teacher; but while one can generally give hearty support to the views that the author expresses, his quotations from other writers are sufficient evidence of the variety of opinion still existing, and it is hard to follow the author himself in all the practical applications of his views.

I am not so presumptuous as to propose to enter here on the question, in all its breadth and difficulty, of how history should be taught. Not all of us feel perfectly sure of how it should be taught in the colleges, and a college instructor who recognizes that fact must feel especially cautious in expressing opinions as to how it should be taught in schools; under conditions with which he is but ill acquainted. There are some elements in the question, however, which I believe are of interest and importance to all of us, and which seem worth stating even though they are put in the form of doubts and difficulties, not of answers. It seems especially important that we should try to reach some agreements as to the direct objects that we have in view in instruction. The character of our studies and the methods of our work as teachers of history should be determined by the aims that we set before ourselves ; our teaching is but a means to an end and will be more efficient the more clearly we recognize the end we must seek to reach. With all the difference that there must be between the high school history course and the college history course a certain community of object runs through the instruction in both high school and college ; it is the purpose of this paper to present to you the question of what the objects of our instruction should be.

As the text of the discussion I shall take a passage from the report of the Committee of Seven, in which the object of the teacher is described as twofold, to give to the student a store of historical facts, and to teach him to use those facts. "Information" and "power" are the two terms used to describe the chief ends of historical instruction.

Information, in the narrow sense of the term, was the sole object of the oldfashioned method of teaching history by rote,

when children got the lesson by heart and recited it in the words of the book. They learned the words as though they were a magic charm; once start them with the keyword and they would rattle glibly along, but ask them to tell you in their own language what it all meant, and they would be lost. If they studied Roman history they would recognize in their reading afterwards the name of Cæsar, and if their memory were good they would be able to place him in the events of Roman history, but the meaning of Cæsarism would be lost to them, and the name of Napoleon III, for instance, would never suggest to them any thought of the Roman politician and comparison with him. These children are represented today in the persons of those disagreeable people who know a great many things and don't know the meaning or importance of any of them, the people who waste the time of the world by making irrelevant remarks.

Information I have referred to as the object of the old-fashioned method of teaching history. Opposed to it we have now another ideal; "Power and not information must be the chief end of all school work", say the Committee of Seven. The word "power" is not defined in any part of the Committee's report, but its meaning is suggested in different places and must be pretty apparent to all of us. It implies not merely an acquaintance with the facts of history, but an understanding of them. Make a student memorize the words of a history text-book and they will still be words to him. Now give him power and you have wrought a transformation. His knowledge will no longer be of words but of facts; the facts may belong to an age long past, but if the pupil has power he will make them live again, and they will be as real and as useful to him as any experiences in his own life. The means by which he accomplishes this will have to occupy us a little later; it is sufficient here to say that power results from a knowledge of not only *what* the facts of the past were but *why* they were. The lazy faith that takes on trust all the events presented to it as forming history will never make any use of its acquisitions. It may count over its facts as a miser counts gold, but it will have no idea of a more profitable employment for them. Only as the pupil is impressed with the reasonableness of history will he reason about it, and draw from it all the lessons that it offers to the intelligent questioner.

Under the old system of pouring information into a student's mind, without such explanation as would vitalize it by showing the relations of cause and effect, the student had to look for any permanent result to the mental process that psychologists call "association by contiguity." Ideas that enter the brain at the same time are preserved together in memory, even though there is no other link between them. I remember perfectly the surroundings where I opened and read an important letter, though there was absolutely no causal connection between the letter and

the place where I read it. So the student who learns a history lesson from a poor text-book remembers for a time the facts that were in it simply because the author has grouped them together. Some persons who are in other respects to be classed among the feeble minded have a prodigious power of learning by heart, as we ordinarily call this association by contiguity. We might suppose an idiot who could repeat word for word a universal history in twelve volumes; should we say that he knew any history? He would have one element of historical knowledge, a store of facts, but without the intelligence to interpret them his state would be no better than mere blank ignorance.

We are forced still to ask a good deal of memorizing from the student, though we have grown inclined to mercy and no longer demand the exact words of the book, or even all the facts contained in it. We ask something more, however, than mere memorizing. The brain associates together not only those things that penetrate it at about the same time; it associates things, however widely separated in time, that impress it as being similar. When I think of the important letter I received I recall not only the surroundings when I read it but also many things far distant in time and space — the character of the sender, the many considerations that I weighed in writing the reply, the consequences of it all. These things are of importance to me, and in fact it is this association by similarity on which we must rely for all that we accomplish as reasoning beings. In association by similarity the mind first attains to full independence; it selects from the material before it those things that it recognizes as fit food for thought, and by linking them together in rational relations it can go forward not hampered with a new burden, but aided by a new instrument.

One of the tasks of the writer and the teacher of history nowadays is to help the student to associate by similarity the facts of history. The student must learn to recognize old friends in new faces, to see under all the variety of superficial events the same processes at work in every time and in every place.

The key to this sameness, the bond of similarity that runs through history and unites all periods, is the action of cause and effect. Other resemblances that may strike the mind, and indeed may help it to remember in association by similarity the facts of history, must be disregarded in any serious study of the subject; they may lead to the acquisition of information but not to its use. Only when we know just *why* something happened in the past can we apply our information to the life we are now living, the only life that counts in this world. The persons of the past are dead, the acts of the past are beyond our control, however great their influence may still be. The only excuse beyond curiosity that we have for studying the past is that the motives of men and societies, the *causes* of history, are still the same as

ever. The pupil understands history only as he can be made to see the same forces at work there which he finds in the world about him now. He can make intelligent use of his historical studies only in so far as he can trace cause and effect from past to present, and can find in the problems of his own day the same elements that have determined the progress of previous ages. Only as he understands the causes of history will he master the subject, and attain to "power." To this conclusion I am led if I follow out to their logical results the demands of the Committee of Seven.

Are not these demands extravagant and impracticable? Can we hope to carry a student of high school age through all the course of Greek and Roman, mediæval and modern, English and United States history, and leave him impressed not only with the variety of circumstance that forms a part of historical knowledge but also with the sameness in the action of cause and effect which forms the basis of historical science? When we have drilled the student in the preparatory process of memorizing the important facts how much time shall we have left to develop in him the faculty of reasoning from the facts that he has learned?

Among the practical difficulties confronting the teacher who would try to meet the demands of the Committee of Seven there are two which seem especially worthy of attention.

First, from the teacher's standpoint, it is much easier to train students to memorize facts than to explain the facts to them in all their complicated relations of cause and effect. It is far easier to give information than to give power, in the present condition of affairs, simply because we have all been trained to absorb facts, and we have as yet had only the beginning of a training in the understanding of them. The science of history, as I said before, is still in its infancy. Furthermore, it is easier to test the student's information than to test his power. Marking probably plays a more important part in determining the character of our work than we are ready to admit, and it must play an especially important part when students are being prepared for examination in some other institution. So long as colleges test the fitness of candidates for admission by asking them questions of fact, involving no elaboration of the material that may be got from any manual, the teacher has small inducement to aim at imparting power, rather than information.

Another difficulty, still more serious, comes from the side of the pupil, especially if he be young. It is a fact, however much we may try to get around it, that "power" in history can be got only through the use of generalizations. Facts remain the dross of history until we are able to classify them, group them under some general head, and draw inferences from them. The process may be conscious or unconscious, but it must be there; we can-

not reason about history without observing the laws of reason. Now children, to leave their elders out of account, are emotional rather than intellectual; they take to fairy stories more than they do to the propositions of Euclid. It is hard to rouse their interest without exciting their sympathies. The element in history that appeals to them is the personal element. They like to hear about great men and about bad men, about men with picturesque virtues and faults, but they have very little interest in mankind in general.

I would not be understood as denying either the pleasure or the benefit that may be got from a study of the great characters of the past. Such a study should, however, be called by its right name, biography. It is a study that can be pursued as well by reading good plays and novels as by reading historical narrative, and it gets but a little way below the surface of history. No one doubts that individuals play their parts in the making of history. We cannot explain the exact form of any historical event without reference to the individuals who were engaged in it. But we have grown to see that the influence of individuals has seldom extended beyond the surface details; they have shaped events but they have not created them. Men who are accounted the greatest are ordinarily the most ready to acknowledge their indebtedness to what they call destiny or chance, what we should call the tendency of the time arising from the development of society. No statesman of recent times has played a greater part than Bismarck; no one could make a humbler confession than he has done of his powerlessness. It may be, as Mommsen suggests, that Cæsar changed all history and saved the world centuries of progress by the campaigns of the Gallic wars that delayed the German invasions. He used the energy that a society had accumulated for an object of which no other man might have thought. The same cannot be said of his influences on the transforming of the Roman constitution. His contribution to the establishment of the empire was in details only his own. The empire was foreordained by the changes in the Roman people themselves. For generations they had been inviting individuals to assume imperial dignity and do away with the cumbrous forms of a worn-out republican government; the last century of the republic is a series of experiments all pointing to one conclusion. Would Cæsar have been able to reestablish the republic, not as a form but a reality, working as it had done before all the great economic, social, and political changes that came in the period of the Punic wars? That would be the test of the power of an individual in history, that he should change a people to suit his ideas of government, instead of changing a government to suit the actual conditions of the people. No one has ever done that, and no one will ever do it.

It is the common man, magnified a million fold, who makes history, not the brilliant hero, who seems to lead but who really follows. We should have had the Roman Empire without Cæsar, we should have had the Reformation without Luther, we should have had the American Revolution without Samuel Adams or Thomas Jefferson.

If this be so the student who studies biography is not studying history. If he thinks that the individuals of whom he reads have determined the great events of progress he is looking for causes where they are not to be found, and he is arriving at no power. Even in the rare cases when individuals have been the true causes of great changes there is but little use in knowing it. When Nature has made a man she breaks the mould; she never casts two alike. We shall never have another Cæsar, another Cromwell, another Napoleon. What use is it, then, to know the results that followed from the inscrutable personalities of those men? "The career of Napoleon," says H E Bourne, "is as intelligible as the system of administration he created for France." As intelligible, yes, but not as well worth knowing. Napoleon is dead and will never come again. Administration is still with us, it forms an essential part of the life of all political society; to know something of the system of administration that Napoleon created for France not only helps us to understand modern France, it helps us to understand the political problems of our own country, and to do our share in working for their solution. If we are to get the full educational value from history we must not only group the events so that they are intelligible; we must eliminate the factors that are individual and peculiar, especially the influence of personalities. Only in social forces do we find such regularity of action that we can recognize them and appreciate their effects through all the differences of time and place. The only true similarity running through and uniting the different periods of history is the uniformity with which groups of men, societies so large that the individuals in them can be neglected, act under certain conditions.

If my reasoning is correct, and true power is to be attained only by the study of social history, it is important for us to examine the progress that special workers in that field have made, and estimate the assistance that they can render to the general teacher. The results of such an examination are discouraging. The teacher who goes to an economic, a social or a constitutional history for help in explaining the conditions of any period, in showing their reasonableness, is likely to find more unexplained facts than explanations; he will come away, perhaps, with his burden heavier, not lighter than before. Social history is still occupied largely with the collection of material; it is getting ready for work, but it has as yet but few results to offer in a finished form. Some men are working on the influence of physical

environment on the organization of society. Others are studying the significance of economic organization and its bearings on the other features in the life of peoples. Still others occupy themselves with the influences determining social classes, and political constitutions. These different workers are trying as no historians have ever done before to keep in touch with each other, and to strengthen their work by utilizing each others' results. They have extended the field of their labors so that it covers not only Europe from prehistoric times to the present day, but the remoter parts of the earth as well. They have defied the cautious precepts of the older school of historians and risked everything to gain for their conclusions a broader application than could be got in the oldfashioned way. Not a year passes in which they do not make real progress, but they are able as yet to offer few principles of general application, and must too often put these in merely tentative form. Only specialists can keep track of the advances that they make, and judge of their value.

The ordinary teacher, therefore, must rely upon his old instruments to help him in his work. With all the possibilities that are opening out in history, and all the new demands that are being made upon the teacher, his capacity is limited by conditions beyond his control, and he will teach most efficiently if he recognizes the limitations. The sources of power seem to me to be largely denied to the teacher in a preparatory school. He can make up for the lack of them in part by exercising his native intelligence, and I should favor his doing that boldly, even at the risk of some mistakes. I shall return later to this question; let us leave it for the moment, and ask what the teacher is to do if he cannot make power the chief end of his instruction. Even if he had all the means desirable to aid him in imparting power he would still need to use much of his time in assuring to his pupils the proper stock of information. He can still accomplish this necessary work. I would raise here the question, what information should the teacher seek to impart, assuming that he has to confine his energies to drill in this direction? Let us neglect the very practical considerations imposed on him in preparing students for college examinations, and assume that he may shape his work without regard to them. The student is to be forced to learn something, without its being explained to him so that he may associate it in rational relations; what should he learn?

The student will answer the question himself by learning the things that appeal most to his sympathies; he will learn details about the characters of history. I imagine that students of high school age attend so readily to such details that the teacher will have little need to force them. The knowledge of such details is, I suppose, a pleasant resource for the imagination, if not for the reason, and is likely to be of use in the study of literature. But for an understanding of history, even in preparation for an under-

standing of history, a knowledge of personal details seems to me to be of the very slightest value.

Assuming that the student will supply his own wants in this direction, what facts should the teacher force him to learn? My first answer would be, some facts at any rate, learned so that he would not forget them. Facts that the student does not associate by any rational process fade quickly from the mind, as any one knows who has crammed for an examination. They are likely to be remembered only if they excite unusual attention when they are first met, as facts of personal interest will usually do, or if they are drilled into the mind by constant repetition. Now repetition is a time consuming process; it cannot be applied to a great many things without running the risk of becoming ineffective. From experience with the Yale sophomores I should say that most of them have suffered in preparation from having too many facts expected of them. They would be better prepared for college work in history by a definite and permanent knowledge of a few things rather than by a vague and fading impression of many.

Especially is this true of the acquisition of dates. A student is lost in history without some chronology in which to frame his facts. Expect too much of him, however, expect him to learn even one new date a week, and you are likely to find at the end of the year that the thirty or forty dates have broken loose and begun to roll around in his mind; he would just as soon put the Reformation B C as A D. Pick out a few dates, say a dozen for the first year's work, and insist on those absolutely; if you succeed in giving those to a pupil as permanent possessions you can afford to accept rough approximations for the placing of facts in the intervening periods.

We probably agree on this point, that the history teacher accomplishes most efficiently his task of imparting information when he limits the amount of it to what may permanently be retained. He may have to supply considerable material for scaffolding, personal anecdotes and the like to hold the pupil's attention, but he must make sure that the building does not come down with the temporary structure that helped in its construction.

There is still the question of just what the teacher should choose to give his pupils; if he is limited in quantity he must attend the more earnestly to quality. Still assuming that we are considering the task of the teacher in imparting information, not power, he should give, it seems to me, those facts that are capable of the broadest interpretation and are likely to be used by the pupil in his later studies even if their significance is not understood at the time. Good examples are the period divisions that are made in history. An appreciation of periods is the first requisite for the rational understanding of history. A period marks the limits within which the great social forces are acting in a

pretty constant and definite way ; the transition to a new period denotes such a change in the amount or direction of these forces that we have to revise all our formulas of analysis. A period is a generalization that requires from the student, if he would comprehend it fully, an extended knowledge of economic and constitutional history ; but even if he learns it only as a fact, with only a vague idea of its importance, but with a conviction that its importance will be made plain to him later, he is better prepared to continue his work than he would be by the acquisition of any other kind of fact. If I taught Roman history in college and could expect the pupils sent from the preparatory schools to reach me holding on to half a dozen facts apiece, I should want those facts to be connected with the great periods of Rome's development — its life as a small city state to 338 B C, its rapid territorial expansion in Italy and outside from then on, the political agitation that began with the reform attempts of the Gracchi in 133 and lasted till the establishment of the empire in 31, the period of imperial prosperity lasting till about 180 A D and then the decline. It would be hard, indeed, for a teacher to emphasize these periods merely as facts, without giving some idea of the meaning and importance of them ; but if the pupil came to me holding them as mere facts I should regard him as reasonably well prepared, and could forgive him all ignorance of Samnites and Sabines, of Marcus Aurelius and Diocletian.

Besides these period divisions I would instance as other facts likely to be of the greatest permanent value to students the most significant features of economic and constitutional development — the most significant and only those. Such features are hard for the average student until their importance is explained to him ; I am assuming that he has to receive them as facts, and to wait maybe years for the explanation. He won't remember much, so don't give much to him. The friends of economic and constitutional history will serve best the progress of the subjects in which they are interested by refraining from cramming textbooks with details of those subjects. They cannot be explained by the teacher, they do not interest the student, and they crowd from the student's mind information which seems no more important to him at the time but which could be made much more valuable later. The fault I should find with the high school teacher is not that he fails to teach a great many facts, or that he fails to explain a great many of these facts ; he cannot teach many and he can explain still less, circumstanced as he is. The fault I should find is that he tries to teach so many facts that will never be explained, that he misses the chance to drill the pupil in a few facts which can be made of the broadest application and of the highest value.

I have spoken as though it were possible for a teacher to impart information without giving power. I believe, indeed, that it

is not only theoretically possible but practically what a great many history teachers are doing. Power, you will remember, I took to mean an understanding of the causes of history. Now one would say that an explanation of a historical event should be nothing more or less than a study of its causes ; history teachers, whether in colleges or high schools, are using the greater part of their time in explanation; are they not then giving power in equal measure with information? Power of a *kind*, yes, but of a very limited and not very useful kind. They are generally explaining not *why* events were, but *what* they were. They seldom get near the true causes of events, but deal much more with the occasions of them ; there is an apparent similarity between those two things, but if we identify them we go fatally astray. The average teacher is concerned much more with the personal than with the social side of history ; he treats events mainly in connection with the actors most prominent in them. He "explains" an event by reference to the actors. If my philosophy is correct, however, he can explain only the surface of an event in this way, its form, not its content. His explanation covers almost always the finishing process to which events are subjected in the last stages of their manufacture ; it does not trace the process of production through the earlier stages to the raw material. It is as though a person desirous of learning all that he could about cloth confined himself to the study of patterns, to the neglect of texture.

We cannot give real power in history without going far below the surface of events to the social causes that underlie them. Whether that is practicable in school work is a question that you are better qualified to answer than I. College examination papers do not encourage it. Most text-books lend themselves but ill to it. Young students do not take naturally to it, and few teachers are specially trained and equipped for it. For a long time to come, the desire of the Committee of Seven, that power, not information, should be the chief end of school work, is likely to remain an ideal, not a working principle. I believe that history teaching will be benefited by a frank recognition of this fact. If we give up the pretense that we are imparting power to students in the preparatory schools we shall be able to devote our energies more efficiently to giving information. We are likely to examine more carefully the information that we give ; we shall be more scrupulous about the quality of it, and more careful in limiting the quantity to the student's power of absorption.

Let us none the less hold fast to the ideal, though it cannot be realized in full measure now. If every teacher in a preparatory school were condemned to restrict his energies to hammering facts into the student's mind the situation would be dismal indeed. The teacher would be worn out by the monotony of one process in education, without any assurance that the pupils would advance to another stage when the raw material in their brains could be

turned into a useful product. If we cannot recognize power as the chief object we may still hold it to be an important object in school instruction. Every teacher can not only prepare his pupils for it by imparting information; he can impart power also in varying degree. Among the many facts presented to him there must be some which he understands sufficiently well to enable him to explain them not only in their superficial relations to the actors who gave them final form, but also in their relation to the great social forces that made them. One teacher will find his opening in one place, one in another; it is impossible and unnecessary that all the facts should be explained. It is more important that some few things should be explained very thoroughly, that the pupil may realize early in his studies the character of the really great social forces and may not confuse with these the pigmy influences of individual men.

The teacher, in seeking to inculcate power, will have to pursue methods quite different from those that he follows in imparting information. He will have to emphasize not the facts themselves but the relations between the facts. He cannot be satisfied with that; he must find similar relations existing elsewhere. The pupil may forget that slavery had a certain debasing influence on free labor in Rome; he would never forget it if he were shown that its effects were similar in our southern states, and were led to realize that the likeness in effect is due to the unchanging character of human nature, and could be verified in his own mind. The teacher will have to go far afield for his parallels, and it is hardly possible that he should escape mistakes in drawing them. Mistakes can be condoned. So long as the teacher realizes that, first and foremost, he must assure his pupils their proper store of facts, "information", and takes time sufficient for the accomplishment of that object, he can with a clear conscience use the remainder of his time in experiments in the development of "power." One success in proving to a student the reasonableness of history will make up for a multitude of errors in attempting the proof; it will change absolutely the student's idea of history, and will direct him in the only way that leads to a mastery of the subject.

V

THE PURPOSE OF A GOOD BUSINESS DEPARTMENT

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What is a good business department? Why have one? What will it accomplish that is not being accomplished along the usual lines of high school work? These and similar questions are being constantly asked by honest inquirers, and this paper is an attempt to answer these

questions. I believe that much of the opposition to business education in secondary schools is based upon an insufficient knowledge of the meaning and purpose of such work.

I have no wish to enter into any controversy with those who believe that commercial departments are out of place in our high schools. Commercial departments are here, they are constantly increasing in number, and there is also a continual improvement in the quality of the work done. I believe they are here to stay, and it is for us to determine what we shall do with them. Neither do I wish to argue against the value of a college training. If a boy has the opportunity to go to college, and the ability to use a college education, I unhesitatingly advise him to go. There are, however, in every community, a large number of boys who cannot or will not or should not go to college; some of these are not in school at all, and many of them can be reached and helped and educated by a good commercial course.

My subject assumes that there are two kinds of business departments, good ones and poor ones. I shall not say much about the poor ones, but I shall try to give you my conception of a good one and of its purpose, and some suggestions as to how this purpose may be accomplished. Business education does not mean simply a course in book-keeping and penmanship, with a little commercial arithmetic. The popular idea has been borrowed from the private business schools with their short, technical, and incomplete courses, and too many have been unable or unwilling to see that these might contain the germ of something much better.

The commercial course in a public school should not be an attempt to compete with these private schools. The high school is first of all an educational institution, and the ideal business course should be no less liberal, no less educational, than the other high school courses. It should no longer be possible to say that the commercial is the easiest course in the school; all should be equally difficult. There is surely a marked difference between the short course of the business college, the purpose of which is to prepare pupils in the shortest time to be stenographers and bookkeepers, and the commercial course in an up-to-date high school which includes work in English, mathematics, civics, economics, science, and language in addition to the technical commercial subjects, and the purpose of which is to train a boy to be of use in a business office, to help him to develop those mental and moral qualities which are essential to success in business, and at the same time fit him to be an intelligent and useful citizen.

There are three things which are essential to a good business department. First, good teachers; second, a good course of study; and third, a good equipment.

The most important factor in the success of a school or a department is the teaching force. Given good teachers, good results will follow, even though the equipment is not of the best. A distinguished professor is reported to have said, "These classical courses, though frequented by only a small proportion of the pupils, have always claimed a disproportionate share of the total expenditure made on the school, because for these courses the best teachers were required." But why

should this favoritism be shown? If our school committees will select their commercial teachers with the same care which they exercise in their choice of other high school teachers, they will do the one thing most essential to the success of their business courses. They must remember that a good teacher of science will not for that reason be a good teacher of mathematics, and a good teacher of either may prove to be a poor teacher of the commercial branches. Neatness, accuracy, promptness, and obedience are of first importance in the work of a business department, and no teacher should be permitted in the department who does not recognize this. In selecting a teacher of science you look for a man who not only has a knowledge of his subject gained from books, but who has in addition a practical knowledge gained in the laboratory or the field, and the director of your business department will be a better leader if he has had some training in the laboratory of business life.

One reason why the technical business subjects have not been given full credit for their educational value is that in many cases they have been poorly taught by incompetent teachers. If our work in high schools is to win the respect of both educators and business men, we must teach these technical branches better than they have been taught before, and as well as our high schools teach other subjects. Even the typewriter requires something more than mechanical skill in order to obtain the best results. The machine puts a premium on neatness and accuracy, and when the teacher accepts only perfect work, the typewriter is a strong factor in the cultivation of the habit of doing all work neatly and accurately.

If you will pardon the personal element in the illustration, I shall refer to the work of my own school, in my attempt to give you my conception of a good course of study. At present our commercial students are allowed to graduate at the end of the third year in school. This plan was adopted in the first place because we wished to reach those pupils who were being attracted by the short courses of the private schools, and we were afraid that if we made the course too long, even if we attracted these pupils, we could not hold them up to the time of graduating. We have succeeded both in reaching and in holding these pupils, and we find now that there is a growing sentiment on their part in favor of a full four years for the course. At the present time over one half of the pupils in the department are planning to elect enough additional work to give them a course of four years, and I am confident that in the near future our school committee can safely make our course of study the same length as the other courses. This will make it possible for our pupils to cover the same subjects which we now include in the shorter course, and also afford an opportunity to carry at least one elective subject each year. Many of our pupils have wished to carry a science or a language, but there has not been opportunity for them to do so.

The proposed new course should contain substantially the following work:

20 hours of English
10 hours of history

- 10 hours of commercial law, commercial geography, civics, and economics
- 25 hours of elective work, including mathematics, science, and language
- 20 hours of the technical business subjects, bookkeeping, stenography, commercial arithmetic, business correspondence, and spelling
- 15 hours of unprepared work, including typewriting, penmanship, drawing, and athletics

It is not sufficient to teach only the elementary principles of bookkeeping and stenography, as is done in some schools. If you teach these subjects at all, you should teach them so thoroughly that the pupil can go into an office and use the knowledge required. Unless your pupils can do this after they have completed these subjects, your commercial course will not meet with the approval of business men, nor will it hold pupils in school. Not only should these subjects be taught just as thoroughly as other subjects are taught, but the requirements for promotion from one class to another should be just as rigid as in any other department of the school. The pupil should not be allowed to think for a moment that the commercial course is easy. Because it appeals to him, it may be easier for him than some other course, but in the amount and kind of work, the requirements should be just as stiff as in any other department.

Up to the present time some of the text-books for commercial classes have not been as good as the text-books used in other courses, but our publishers are attempting to meet this demand, and the probability is that within a few years we shall be able to get just as good text-books for commercial departments as we now have for the other high school courses. There should be some provision for office practice in the class room, so that the pupil may have an opportunity to study bookkeeping and the use of business forms by what we may call the laboratory method — learning how to use a note by actually using one, learning how to keep a bank account by actually depositing his imitation currency, drawing checks and paying bills by the use of checks. I do not mean to say that by the use of any devices of this sort you can turn a green boy into a ripe business man, but he can learn how to use some of the machinery of business and can do it as an incident to the study of bookkeeping. By this means the subject is made more interesting to him, and I believe that he will master what you are trying to teach, in much less time. We are told that public school boys are not accurate. Your business department offers no better test of accuracy than the work which is done through the medium of these offices, and when a boy has spent one or two hours, or even longer, hunting some mistake which he has made in this office practice, he has learned a lesson with reference to the value of accuracy which he will not soon forget.

I have been asked what should be the preparation for such a course of study. In the first place, there should be a mastery of the principal grammar school subjects. Business men say that the boys who seek

employment in their stores and offices have not thoroughly mastered the "Three R's." Probably in some cases the critics have not given sufficient thought to the conditions in the schools and have expected too much from them, but surely absolute accuracy in the use of figures is of first importance to any boy who contemplates entering a business office.

In our high school pupils do not definitely elect any particular course until after they have spent one year in the school. I am not sure that this would be the best plan for all schools, but I do feel that it has worked well in our school. One of our grammar school principals said a few years ago that he had thirty boys who were coming into the high school in the fall, and that if they were allowed to make their choices of courses at that time, all but four of them would take the commercial course. This proportion might not be found in every class, yet I feel pretty sure that if pupils were allowed to elect at the time of entering the high school, a much larger number would take the commercial course. This would give my department an air of greater popularity than it possesses at the present time, but I am certain that many boys would make mistakes, if they were allowed to make their elections at that time. They come into the high school, and under the influence of the new conditions and the different school atmosphere, their plans and purposes change, and at the end of the first year they know better what line of work they should take. It is for this reason that no pupil who enters our school is allowed to elect any definite course of study until the end of his freshman year. I believe that an arrangement of this sort leaves less opportunity for objection to election in secondary schools.

"But," some one says, "why have a commercial department at all? What is its definite purpose? What will it do that other courses are not now doing?" And to answer these questions is the main purpose of this paper. Briefly, I believe that a good commercial department will do the following things which other courses are not now doing:

First It will attract many pupils to the high school who would never be attracted by the other courses.

Second It will keep many pupils in school who would not otherwise remain.

Third While you are keeping these pupils in school by the use of these technical business subjects, you also have the opportunity to give them those other subjects necessary to make a well-rounded course, and thus you are able to provide more pupils with a good education.

Fourth While you are training these boys and girls for lives of usefulness, you are also fitting them to be better men and women.

I know that some of our most prominent educators believe that pupils in secondary schools are not mature enough to make wise choices of courses or subjects, and that a course of study which prepares for college is with a few modifications the best course for all high school pupils. This may all be true, but the principle of election has obtained in our schools from the start, and we must accept it whether we believe it or not. The old form of election is well illustrated by the following story: Mr. James Russell Lowell met an acquaintance who said, "I've discovered a way to make my fortune. We all know that the reason

for the fine flavor of the wild duck is the wild celery on which it feeds. Now I propose to feed it to the domestic duck, and supply the market." Some weeks later, on meeting his acquaintance again, Mr. Lowell found him quite depressed and asked, "Why are you looking so unhappy? I thought the last time I saw you, that you were on the point of making your fortune with ducks. Wouldn't it work?" "No," was the reply, "the d——d things won't eat it." And so in the past some of our pupils have refused the intellectual diet which we offered, and those who did not *choose* the prescribed course *elected* to leave school.

But no educational institution can carry out its purpose, unless it both attracts and holds pupils. The mission of the high school is not simply to provide an education for, *but to educate*, the boys and girls in the community to which the school belongs, and yet we all know that only a small percentage of those who complete our grammar school courses ever graduate from our high schools. What becomes of the others? We are told that they leave school because of incapacity, or lack of interest, or that they have to go to work; but we should not accept these explanations too literally. The grammar school teachers have testified to their capacity by promoting them to the high school, and surely they have shown some interest in education by the completion of the work of the grammar school. Of course they go to work when they leave school, there is nothing else for them to do, but there is a radical defect somewhere when so many are allowed to fall by the wayside.¹

The boy who is not going to college realizes that when he leaves the high school he must go to work, and he and his parents believe that, if his work in school is to be worth while, it should in some measure fit him to be a wage earner. Large numbers of pupils of this class cannot be persuaded to complete a high school course, unless they can see that the training offered will increase their earning power. The popularity of our business courses is good evidence that the short course of the business college does not afford as complete an education as our young people desire, and that they are willing to spend three or four years and pursue the other required subjects, provided they are given the opportunity to study these technical branches.

Our new high school building was completed four years ago and was designed to accommodate the school for ten years, but it is already full and our building commission in reply to criticisms say that the new business department is responsible for the unexpected crowding. There may be some truth in the statement, at all events I am willing to bear all the blame that may attach to the department for keeping pupils in school. Boys and girls belong in school, and if one course of study will not keep them, another should be substituted. Surely it is better for a boy to spend three or four years in a good high school, no matter what he studies, than to spend six or eight months in the best private school, or possibly leave school altogether. Fortunately the rights of these pupils are now being recognized. In his report to the National Educational Association on the educational pro-

¹ See table, showing high school efficiency, in *School Review*, September, 1902, p. 564.

gress of the year, President Harper said, "The high school curriculum cannot longer be regarded as one to be adjusted as a preparation for college. It may be questioned whether preparation for college is the most important subdivision of high school work."

I repeat that the first purpose of a good business department is educational, and in the accomplishment of this purpose it will not only hold pupils who are in school, but it will attract many who are out of school who should be in, and will in this way extend the influence of the school. But is it true that these technical branches are altogether lacking in educational value? Our colleges, after having for years most strenuously opposed everything that even suggested a special training for business life, have had a change of heart, but they still see through a glass darkly; for, while many of them have already established colleges of commerce, in which are taught business forms and accounts, commercial law, commercial geography, and other technical business subjects, they are still unwilling to admit that there is any room for these branches in our high schools.

A professor in one of our great universities in a recent magazine article¹ on "Higher Commercial Education," said: "It slowly dawned on the academic consciousness that the classics alone, even when added to philosophy and mathematics, were not a complete nor the only means of education. . . It was practically a question of applying the same good teaching to the new as to the old to obtain much the same admirable results. Hence if the old and the new learning stood on an equal basis as regards cultural and disciplinary efficiency, it might with reason and justice be claimed that the new learning had in addition the great and preponderant advantage for the student of preparing him directly for the real problems in the practical life which he must live after leaving the university." If the commercial branches possess disciplinary value for the college student, why should they be styled informational subjects when they are offered to the high school pupil? Our high schools are successfully teaching the elements of mathematics, science, and the languages, and surely they may be trusted to teach the business branches equally well.

I believe the time is not far distant when it will be generally admitted that the so-called commercial subjects are not lacking in educational value. President Harper, in the report referred to, said: "It is to be conceded that any ordinary subject, well studied, may be used advantageously for the purposes of general education." That is a valuable admission, and we will put it beside the opinion of a business man who might be supposed to have a bias in favor of the more practical subjects, but he said: "It does not make much difference what a boy studies, provided he studies hard." I think that when the high school has finally declared its independence of the college, the first rule of the new high school will be, that subject or that course of study is best for a boy which arouses the best there is in him. We shall come to admit that any subject which leads a boy to voluntarily study hard possesses for him decided educational value, and that a boy will acquire

¹ See *Atlantic Monthly*, May, 1902, p. 677.

little mental discipline out of a subject which does not arouse his interest and to the work of which he must be driven. The discipline will be there, but it will not be mental. But, after all, much of the criticism of business courses loses force when we remember that the technical subjects represent only about one-fourth of the total of required work, and that the rest of the work is made up from the usual high school branches, which possess a recognized cultural and disciplinary value. Probably no American has done so much to make commercial education respected and respectable as President James of Northwestern University, and in an address in Philadelphia he said: "There are boys in our community to whom none of the existing courses appeal, whom this course would be a means of awakening, arousing, training, educating."

The second purpose of a business department is to give young men and women such a training as will make them useful in the business world, and assist them in finding congenial and profitable employment. It is the custom of banks and business houses to recruit their office forces from our grammar and high schools, and, whatever may be our theories, this practice is likely to continue for some time to come, and that for two reasons: first, the college graduate is unwilling to go to work at what he considers to be a boy's wages and boy's work; second, the opinion is commonly held by business men, whether rightly or wrongly I do not attempt to say, that the young fellow who is just out of college is unfitted to enter upon the drudgery and to attend to the details of the minor position which he must occupy until he has shown his fitness for something better.

Do business men recognize the value of this technical training? Yes! Formerly our bankers and business men took their raw recruits from the grammar schools and were satisfied if they had mastered the "Three R's," but we find a mark of progress in the fact that many of our best business men, while still insisting upon the mastery of the "Three R's," demand that this be supplemented by a good high school training, and there is an increasing demand for boys who have also acquired some practical knowledge of business affairs. In my school we do not graduate enough boys from our business course to supply the demand from business men, and many of those who have employed one of our graduates have come to us for a second and a third.

The New York Teachers' Association recently sent a set of questions to business and professional men in New York City about the public school boys whom they had employed. To these questions four hundred nine answers were received. In commenting on these replies the *World's Work* said:¹

"There is a significant preponderance of opinion in favor of teaching all boys the elements of bookkeeping. Nearly all the answers lay great stress on the advantage of learning at an early age how to keep accounts neatly and accurately; and a majority think that boys should be taught in school something about actual business transactions.

¹ See *World's Work*, November, 1902, p. 2711.

There is even a strong preponderance of opinion that the public school course should aim directly at preparing pupils to earn a livelihood. But it is not meant that they should become merely commercial schools or "clerk factories," only that the studies should be utilitarian as well as "cultural." The judgment evidently is that the two kinds of studies need not be wholly divorced, and that by right teaching both results can be gained from the same studies.

"There is a decided opinion that some commercial training should be given as a preparation for the professions; and that boys who propose to enter commercial careers should begin commercial studies at fourteen years of age. As regards foreign languages, emphasis is laid on the desirability first of knowing German, then Spanish; French comes third. The longer a boy has school training the better his chance of employment. There is a strong preference for high school graduates."

But why should the value of a subject be seriously questioned because it has a vocational purpose? What is the purpose of an education? President Roosevelt is reported to have said: "If an educational institution means anything, it means fitting a man for better service than he could do without it." If educating a pupil means fitting him for better service, why is it not as legitimate to fit a girl to be a good stenographer as to be a good teacher? There is surely a great need for good stenographers whose knowledge of shorthand is supplemented by a good general education. Is it not well that every young man and woman should be equipped with the training necessary to enable them to earn a livelihood? Is not that community to be congratulated which has a large percentage of independent, self-supporting citizens?

How many and what positions are open to the graduates of our high schools who have no special training? The girls may find employment in stores or factories with long hours and hard work at \$0.75 to \$1.25 a day or they may do house work. If the high school takes the daughter of a common laborer and, while educating her, gives her a training that will enable her to earn from 8 to 15 dollars a week with steady and much less arduous employment, has it not done a good thing for the girl as well as for the community? It costs no more to instruct her in stenography and typewriting than to teach her Latin or Greek. As a stenographer, she will be in a position where her mental powers should continue to develop, while if she goes to work in a store or a factory she will soon forget her Latin or Greek, and what mental discipline she has gained will be lost under the stress of her daily routine of hard labor.

The boy who has just graduated from a high school knows that when he applies to a business man for a position, he will be asked, What can you do? If he has a knowledge of shorthand and typewriting, or of bookkeeping, and the ability to add a column of figures rapidly and accurately, and can write a good business hand, he is prepared to do something which will give him a foothold towards his business career, and then if his additional general training is of any value, he will be able to earn promotion more rapidly than his more poorly equipped fellow. Of course these positions are clerical, but you do not

expect a boy of eighteen, without capital, to start in at the head of a business. It is only by showing that he can fill the minor position well that he earns his promotion to a better one. If I may again quote President James: "Such schools take a boy at fifteen years of age and keep him . . . until he has acquired such habits of steady work and application, promptness, neatness and thoughtfulness, as will make him an invaluable assistant in any business office."

I have tried to show you that a good business course will keep boys in school, that it will impart to them a measure of mental discipline and power, and that the training which it gives will aid them in earning a living; but these things alone do not measure its value. In every community there is a large class of boys to whom school life does not appeal; many of them come from the homes of working men, and realize that they must prepare to care for themselves, and it is to this class of boys that the practical features of a business course especially appeal. The principal of a large school said to me, a few days ago: "My building is full, and it is proposed to take my business department out and put it into another building. If this is done, I shall lose the most interesting of my school problems. Many of the boys who are attracted by this course come to us without a liking for study, irresponsible, willful, rebellious, lacking in courtesy, and without any definite purpose in life; and we are trying to make men of them. We do not always succeed, but the successes have been much more numerous than the failures, and the results have been very gratifying."

I think that we shall some day reach a new point of view, where we shall be able to see with a clearer vision, and then we shall all recognize that any subject, bookkeeping for instance, which tempts a rough, unreliable, unambitious boy, known as Bill Jones, to remain in school after he has vowed that he will never go another day, which so holds his interest that he forgets to play truant and hates to lose a single recitation, which so changes his attitude towards school life that he is persuaded to try other studies and even to continue in school for three or four years, with the result that he is so changed that when he goes out from school with his diploma in his hand he has acquired habits of punctuality, industry, trustworthiness, and courtesy, and has the determination to make the best possible use of his talents and opportunities, which in a word has changed Bill Jones into William Jones, has justified its right to a place in the curriculum of any high school.

The editor of *The Journal of Education* said, some time ago: "Business education has come to stay. What are you going to do about it?" That question is still the most important one, relating to commercial education. If the commercial department of your school is to fulfill its purpose, it must be on a par with the other departments, and if that is not its present position, it is your first duty to place it there. What would be thought of a father who would say to one of his sons, "You are neither handsome, nor bright, nor attractive, nor strong, nor useful; you must stay at home and keep out of sight, while your more favored brother is allowed every privilege." Surely he would be an unnatural parent, and yet that is the way many business

departments are treated. Many such departments are not respected because they are not made respectable by comparison with the other departments in the same school. Give your business departments just as suitable a home and just as good an equipment of teachers and supplies as you give any other department in your school, and you will immediately begin to say nice things about it and other teachers will do the same, and the department will very soon become a respected member of the school.

As this old prejudice against business branches disappears, we shall come to see that such subjects as bookkeeping, stenography, and commercial law should not be restricted to the pupils who are pursuing the business course, but that they are entitled to a place in any course of study because of their general utility. A study of commercial law will not enable every man to be his own lawyer, but it will give him a knowledge of the principles of law involved in ordinary business affairs, and will help him to know when he ought to consult a lawyer. Professional men will find a knowledge of stenography not the least of the labor-saving devices of modern times, and the boy who is preparing for a profession should be encouraged to make this a part of his preparation. Every man who has the handling of even small sums of money will find a knowledge of bookkeeping of real value. Business men will find that a knowledge of accounts will enable them to know when their books are being properly kept. If every housekeeper had a sufficient knowledge of accounts to keep an accurate record of expenditures, it would enable her to answer the question, "Where does all the money go to?" and if necessary this record would form a basis for systematic economy. At any time a woman may have business cares thrust upon her, and she will then find a knowledge of business matters of positive value.

In conclusion, I have tried to help you to see that the most important function of a business department is educational, that the technical business branches should be taught just as thoroughly and conscientiously as other high school branches, that when they are so taught they do possess educational value, that only when these subjects are well taught will the knowledge acquired possess any real earning value, and that the great object of commercial teachers as of all other teachers should be to help boys and girls to be independent and selfsupporting men and women, and useful and desirable members of society.

VI

THE FUNCTION OF KNOWLEDGE IN EDUCATION

By CHARLES B GILBERT

Superintendent of Schools, Rochester, N Y

All definitions of education exclude the acquisition of knowledge, and yet practically all educational discussion and practice treat it as the substantial thing in education.

"Knowledge is not power, it is a condition of power."

In education knowledge has four principal functions.

First In its simplest form, which we call intelligence, it is the working basis of all intelligent activity, and hence of all education. This intelligence includes acquaintance with the symbols used in reading, writing, and computing.

Second Knowledge serves as a gymnastic, through the act of acquiring which the mind is disciplined.

The third function of knowledge in education is an outgrowth of the first. It is to acquaint the child with his environment, material, spiritual, and social, that is, to produce a larger intelligence.

The fourth function is to furnish nutriment to the growing mind, following the analogy of an organism.

The acceptance of this analogy is fundamental to any true view of the educational process.

The danger attending its use is merely the danger attending the use of all analogies. Analogy is not identity, and any analogy may hence run into absurdity, especially an analogy between a material fact and a spiritual truth, but the danger in the use of the only alternative is vastly greater.

There is no language for metaphysics but that borrowed from the material world. This must be either biological, taken from things having life, or physical, taken from things without life. In education the former is the only safe analogy.

Those who consider the first and third functions of knowledge in education the important ones, accept necessarily the physical analogy. They treat the mind as a receptacle, and education as storing it with useful knowledge.

Those who believe that discipline is the function of knowledge in education confuse figures. They regard the mind as a tool to be sharpened, and as a something to be trained as a trick animal is trained, according to a law external to itself.

Those who accept the fourth function regard the mind as an organism, to be nourished according to its own law.

Emphasis upon the first or common intelligence function has produced the narrow school of the bare three r's.

Emphasis upon the second or disciplinary function has produced the formal discipline of the alleged faculties, with all its woes. It tends to the disregard of content. Any old thing will do.

It has produced the school of dull grind, devoid of joy and spontaneity, words without thought, rules without understanding, and on the ethical side, force, spiritual anarchy, hypocrisy.

Emphasis upon the third or higher intelligence function has produced the school of verbal culture, words, words, words, every substitute for real knowledge.

Emphasis upon the fourth function has produced the true school of spontaneous joyful activity, in which the needs of the children determine largely both the content and the method of his study. It is the foe of isolation, but rather relates school life to the life outside by vital ties.

Moreover, it includes all the others. It is the school of freedom and joy and hard work and discipline and abundance of knowledge,

because the center is a growing child, needing nourishment rich and varied, and every activity engaged in and the knowledge imparted to meet his needs.

Thus and only thus is a child best fitted for social efficiency, which is the end of education.

VII

THE EDUCATION OF THE PAST, THE PRESENT, AND THE FUTURE

By B B RUSSELL

Superintendent of Schools Brockton Mass.

The course of education is always shaped by what is considered the needs at the time. If the people need a practical education, such studies as writing, arithmetic, manual training, drawing, cooking, and sewing are pursued. If more mental discipline is wanted then Greek, Latin, and mathematics; and if general culture seems to be at fault then literature, French, German, history, music, drawing, and painting will be studied. Usually there is a mixture of these views with a swaying back and forth with an attempt to more completely meet the demands of the rising generation.

Now, there is one stubborn fact that confronts us. The studies pursued are never prescribed by the generation they are supposed to benefit, but by their parents and grandparents. Thus the children in our schools today are studying subjects prescribed by the generation to which you and I belong. As "the child is father of the man" it would be well if he could plan his own course of study and write his own text-books, but as he cannot do this, the next best thing is to have it done by his predecessors, who can bring to the work the experience of a lifetime. But experience is not an unmixed blessing, and is not a safe guide in this case. If so, we should be teaching in our schools today the same studies that were taught to our ancestors, modified by our experience and experience only. Perhaps there is not one of us but that sees the defect of his own education, and in providing for his children will endeavor to supply that lack. But the next generation may require something entirely different. It is plain enough that the education of our fathers would not do for us. Then why should we expect that what is suited to our wants will be the best for our children? Ought we not therefore to endeavor to ascertain what the coming generation will need by looking into the future and then make suitable provision for its study?

I have said that the aim of education is determined by what is considered the demand at the time. Thus the Athenians paid but little attention to arithmetic, because it ministers simply to utility, and as they used "calculating boards" they had but little need of it. The whole idea of an education for the Athenian was the beautiful and the æsthetic, and he studied the poets, grammar, and rhetoric. Not so the Spartans, who with their fertile plains surrounded by mountains, became a rich people, and when the rugged mountaineers attempted to share in their pros-

perity they were overcome and practically made slaves. Hence the necessity of a military education, and so the young were taught to be dignified, austere and laconic, and they were instructed to bear pain without flinching. The training of the former was intellectual, that of the latter, physical.

Montaigne has well described the difference. He says: "Men went to the other cities of Greece to find rhetoricians, painters, and musicians, but to Lacedemon for legislators, magistrates, and captains; at Athens fine speaking was taught; but here, brave acting; there one learned to unravel a sophistical argument, and to abate the imposture of insidiously twisted words; here, to extricate one's self from the enticements of pleasure, and to overcome the menaces of fortune and death by a manly courage. The Athenians busied themselves with words, but the Spartans with things."

This enables us to understand that at that age the Spartan would be a great soldier, but at the present time his training would be of little avail with a highly educated nation and modern warfare. Each of these nations carried out its ideal and it bore its fruit, but these ideals are not to be perpetuated, for the world has outgrown them. Rome became mistress of the world under the Spartan ideal, but when she came in contact with the Athenian culture, she was wise enough to comprehend its value and embrace its opportunities, so it became the fashion to study Greek, to send the young men to Athens to study, and to invite Athenian teachers to Rome. In short, it endeavored to engraft the culture of Greece on a Roman stock, and it did not make a strong growth.

None of these nations made any provision for the masses, but there are signs of evolution in the last named, in giving prominence to the home and the mother.

THE CHRISTIAN ERA

The Christian era was the dawn of a new civilization and the New Testament was the herald of enlarged ideals and altruistic thought. I speak now, not of the spiritual teaching of the New Testament, but of its educational influence. When the question, "Who is my neighbor?" was answered, it put a broader interpretation on the duty of man to man, and this spirit has pervaded all phases of life and has assumed this form, Whom shall we educate? The tendency of the education in the early Christian period was for the church, and not the state, and while the church was supreme, there was no attempt at universal education. But with the invention of printing at the middle of the fifteenth century, a great advance was made towards it. Then came the Reformation and later further advance, but it was reserved for the new world, and New England in particular to develop the plan of universal education with free schools.

In this evolution of a school system it may be well to inquire who the men are that have contributed to its development, and first I will mention Socrates (b. 490 B C), who has contributed to the cause the Socratic or dialectic method of teaching, which consists in framing questions so skillfully as to lead the learner through a plain path from the known to the unknown. I next notice Martin Luther, who advo-

cated compulsory state education, and said: "Each city is subjected to great expense every year for the construction of roads, for fortifying its ramparts, and for buying arms and equipping soldiers. Why should it not spend an equal sum for the support of one or two schoolmasters? The prosperity of a city does not depend solely on its natural riches, on the solidity of its walks, on the elegance of its mansions, and on the abundance of arms in its arsenals; but the safety and strength of a city reside above all in a good education, which furnishes it with instructed, reasonable, honorable and well-trained citizens." I think we can all subscribe to that statement. But he goes still further and advocates compulsory education, and says: "It is my opinion that the authorities are bound to force their subjects to send their children to school. . . . If they can oblige their ablebodied subjects to carry the lance, . . . to mount the ramparts, and to do complete military service, for a much better reason may they, and ought they, to force their subjects to send their children to school."

Notice the difference between his ideal and the ideal of the Spartans. The latter believed in an education for the *protection* of the nation; Luther's was for the *building* of a nation, and only incidentally for its *protection*. He also advocated schools, not for the sake of the church, but for secular purposes, and says: "Were there neither soul, heaven, nor — (he mentions the other place) it would still be necessary to have schools for the sake of affairs here below, as the history of the Greeks and Romans plainly teaches. The world has need of educated men and women, to the end that the men may govern the country properly, and that the women may properly bring up their children, care for their domestics, and direct the affairs of their households." This was far in advance of his age.

Passing on, I notice Comenius, who was born in Austria in 1592. He is the father of the objective method now in use. He advocated the natural order in teaching — presenting everything through the senses — and in proceeding from the known to the unknown, and from the easy to the more difficult. He was the author of *Orbis Pictus*, the first illustrated book for children. After the resignation of President Dunster he was offered the presidency of Harvard college, but declined. He has been called the "First evangelist of modern pedagogy." John Milton, born about the time the pilgrims left England for Holland, was deeply interested in the cause of education, and said: "I call, therefore, a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." Pestalozzi, born in 1746, was the first to convince the educators that education was for all the people, rich and poor, and I must introduce you to Froebel, the great advocate of the kindergarten. He was born in Germany in 1782.

The education of women among the middle and poorer classes is of very recent date, and what would be considered a good education for a young woman today was a rare thing in our grandmother's time. In speaking of England, Macaulay said: "During the latter part of the seventeenth century, the culture of the female mind seems to have been almost entirely neglected. If a damsel had the least smattering of litera-

ture she was regarded as a prodigy. Ladies highly born, highly bred, and naturally quick-witted, were unable to write a line in their mother tongue without solecisms and faults of spelling such as a charity girl would now be ashamed to commit." As evidence of this he mentions Queen Mary, the daughter of King James, who reigned with William, under the title of William and Mary, and says of her, she "had excellent abilities, had been educated by a bishop, was fond of history and poetry, and was regarded by very eminent men as a superb woman. There is in the library at the Hague, a superb English Bible which was delivered to her when she was crowned in Westminster Abbey. In the title page are these words in her own hand: 'This book was given the King and I, at our coronation.'"

The same author says: "The houses were not numbered. There would indeed have been but little advantage in numbering them; for of the coachmen, chairmen, porters, and errand boys of London, a very small proportion could read. It was necessary to use marks which the most ignorant could understand. The shops were therefore distinguished by painted or sculptured signs, which gave a gay and grotesque aspect to the streets. The walk from Charing Cross to Whitechapel lay through an endless succession of Saracen's Heads, Royal Oaks, Blue Bears, and Golden Lambs, which disappeared when they were no longer required for the direction of the common people." The mortar and pestle as the sign of the apothecary's store have come down to us because in the earlier days the common people could not read the signs. And so, too, the barber's pole, with its stripes of red, white, and black.

Now compare this with the education of the working people of today, and tell me, would you like to turn back the wheels of time? As late as 1835 forty-four per cent of the men and women of England were unable to read and write, and the public free school was not established until a very recent date. The advanced education of women was left to this country. This is due in a large measure to the high school, which has made it possible for the girls to get an education without any personal outlay, and as a result they soon began to knock at the doors of colleges for admission. But many do not go to college, and is their education a loss? No, for they become the mothers of boys who are to go through our schools and colleges, and the boy who has an educated mother has an advantage over the one who comes from an ignorant home.

There are some persons who talk very loud against high schools, and say it is not right to tax a man who has no children, to educate the sons of others for college. Let me say if some public-spirited person should found a school in this city for all boys, and also for such girls as wish to go to college, the high school would still be maintained for the benefit of those girls who do not wish to go to college.

The cause of public education for all the people—boys and girls, rich and poor—has taken deep root on this side of the Atlantic, and whether it is the outgrowth of a republican form of government, or the result of modern civilization is not the question. We are all proud of the early efforts—of the "little red schoolhouse," and of the later white one, and whether it be red or white, wood or brick, it stands for a

principle which is near the heart of every patriotic American citizen, and as long as the stars and stripes float over this land, so long must the schoolhouse stand.

The state of Massachusetts surprised the world, when in 1642 it passed a law requiring persons to see that the children had an education, and in 1647 when it required towns to hire teachers. The town of Dedham was the first to have a public free school supported by the taxation of all the property. It built a house and supported the school in 1644. This movement of Massachusetts has attracted the attention of the whole world—and kept it, too—and as late as 1847, two centuries after, Lord Macaulay, then in the height of his fame, in a speech in parliament on the government plan of education, said: “Illustrious forever in history were the founders of the Commonwealth of Massachusetts; though their love of freedom of conscience was illimitable and indestructible, they could see nothing servile or degrading in the principle that the state should take upon itself the charge of the education of the people.

“In the year 1642 they passed the first legislative enactment on this subject, in the preamble of which they distinctly pledged themselves to this principle, that education was a matter of the deepest possible importance, and the greatest possible interest to all nations and to all communities, and as such it was, in an eminent degree, deserving of the peculiar attention of the state.”

In the constitution of Massachusetts, which was adopted in 1780, are these words: “Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislators and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them.”

In 1650 Connecticut passed a law ordering the selectmen to “have a vigilant eye over their brethren and neighbors, to see first, that none of them shall suffer so much Barbarism in any of their families, as not to endeavor to teach by themselves or others, their Children and Apprentices, so much Learning as may enable them perfectly to read the English tongue and knowledge of the Capitall Lawes, upon penalty of twenty shillings for each neglect therein; Also that all Masters of families doe, once a week at least, catechise their children and servants in the grounds and principles of religion.” And New Haven in the same year ordered: “That all parents and Masters doe duly endeavor, either by their own ability and labor, or by improving such Schoolmaster, or other helps and means, as the Plantation doth afford, or the family may conveniently provide, that all their Children and Apprentices as they grow capable, may through God’s blessing attain at least so much, as to be able duly to read the Scriptures, and other good and profitable printed Books in the English tongue.”

Now what is the outcome of this early legislation but to make the sons and daughters of New England the best educated people on the

face of the earth? Does this seem too strong a statement? If so, I will reinforce it by a quotation from Bryce's *American Commonwealth*, a work written by a man of standing on both sides of the Atlantic, and one who could have no object in extolling the education of the citizens of this country. He says: "The Americans are an educated people, compared with the whole mass of the population in any European country except Switzerland, parts of German, Norway, Iceland, and Scotland; that is to say, the average of knowledge is higher, the habit of reading and thinking more generally diffused, than in any other country. . . . They know the constitution of their own country, they follow public affairs, they join in local government and learn from it how government must be carried on, and in particular how discussions must be conducted in meetings. . . . They exercise their minds on theological questions, debating points of Christian doctrine with no small acuteness. Women in particular . . . pick up at the public schools and from the popular magazines far more miscellaneous information than the women of any European country possess."

Now if what he says is true of the whole country from the Atlantic to the Pacific and from the river St. Lawrence to the gulf of Mexico, is not what I claim for New England true?

To whom are you indebted for the public school system of Connecticut? I call your attention to John Davenport and Theophilus Eaton as the early leaders; to Ezekiel Cheever, the author of "*Cheever's Accidence*," the first schoolmaster, who later was principal of the Boston Latin School, where he died at his post at the age of ninety-four and was buried with greater honor than any other teacher ever was, being followed to his grave by the Governor and other prominent men of the state, and to Dr Henry Barnard, "*The National Educator*," whose name is too well known to need any words of praise from me.

Time forbids the mention of the long list of college presidents and professors, normal school teachers, clergymen, superintendents and teachers who have labored to place your schools in the proud position which they hold.

It is sometimes asserted with much boldness that the schools are not as good as they used to be. They said *that* when I was a boy, and I have no doubt they said the same when my father was a boy. The only reply I have to make to such a statement is—considering the condition of our schools today—what remarkable schools they must have had in those early days.

Prior to the year 1860, and for a brief time during the early part of President Lincoln's administration, there was much talk to the effect that the later presidents were not as able as the earlier ones—that our country was declining—and that there was no good presidential timber—but soon Lincoln's name was placed by the side of Washington's, and since then have we not had Garfield and McKinley, not forgetting President Roosevelt? Is there any talk *now* that presidential timber is lacking?

There are those who tell us the past was better than the present is; that childhood is the happiest part of life.

This may be true of some, but it ought not to be true of the majority, nor of a great minority. Does not the child have his heart full of sorrow at times? All that he can bear? He wants to go skating and something prevents. The girl wants to wear her new dress to church and it rains. To some it is a hardship to be required to go to school; to others, it is an equal hardship to have to stay away.

The paths of children are strewn with difficulties, no less in significance for their ages than are those of mature life, while they lack the philosophy to be resigned to the inevitable. The fact is, we forget the unhappy spots and review with pleasure the bright ones.

And what a blessing it is that we can recall the pleasures of childhood and early age and live them over again, and that the dark spots sink into nothingness. Every proper pleasure we bestow on our children makes them twice happy,—happy in their experience, and happy in the memory of it.

It is in harmony with the spirit of this nation, or any enlightened and progressive nation, to feel that the schools and society of the past were better than those of today, though the contrary is true.

Were we perfectly satisfied with the present, there would be no improvement, no progress, no striving for something better, and it is this striving for something better that leads any people, or any person, to view the past with greater favor and to clothe it with a golden mantle.

"Say not thou, 'What is the cause that the former days were better than these?'" for thou dost not enquire wisely concerning this."

Let me introduce you to two critics of the public schools. The one is an ex-superintendent of schools of a prominent city of Massachusetts, and the other is an admiral of our navy.

The former claims that the schools of today do not send out such great men as the schools of earlier times did, and raises the question whether we have a right to tax a man who has no children to send another man's child through the high school.

The latter says the children of New England are being over-educated. Let us consider these criticisms in detail. I have selected these two men because they are both somewhat prominent, and because they have given expression to about all the criticisms there are on the public schools.

The first of these critics said: "The old time schools were taught by earnest, honest, influential workers," and thus by implication charging the teachers of today with a lack of these qualities.

In reply to this I will say that never before in the history of this nation were the schools presided over by such competent and efficient teachers as we have today.

Again he says: "The old academy sent out strong men." Let me amend that statement and have it read, the old academy sent out *boys* who twenty-five or thirty years later *became* strong men, and I will add that our high schools are sending out *boys* who in a quarter of a century will be their *equal*, if not their superior.

And again he says: "Are we getting the worth of our money from the schools now?" As well may the farmer after sowing his seed say:

Am I getting as good return for my money and labor as I received last year? You would say to him: "You must wait until the harvest." And so with our schools.

We must wait a quarter of a century, or more, for the returns. "Cast thy bread upon the waters, for thou shalt find it after many days."

Again he says: "Do the schools produce men who stand out as prominently from among their fellows as did the notable men of other days?" To this I reply: Wait, and you shall see.

He asks: "Have we in literature the equals of Longfellow, Holmes, Lowell, and Emerson? Have we in statesmanship the equals of Webster, Clay, Sumner, Choate, and their like?"

These men were not the product of the old time school. Longfellow was graduated at Bowdoin college; Lowell, Holmes, and Emerson at Harvard; Webster at Dartmouth; Sumner at the Boston Latin school and Harvard college; Choate at Dartmouth college, and Clay was the only one of the eight who did not receive a college education, and he cannot be claimed as the product of the old time school, or hardly any school. He was born to be great without the opportunities of a school.

He says: "While there have been marvelous changes in other things, the human mind remains the same. What was good for the training of the mind 100 years ago is good for it today."

Now, if that is true of the mind, is it not equally true of the body? And shall we bleed persons for all sorts of diseases because it was the custom 100 years ago? And will he claim that it is better for a child to die on Godfrey's Cordial than to get well by any other medicine?

Some years ago a young man was in a dying condition and a good woman who was a neighbor said: "Poor fellow, everything has been done for him that can be done. He has been bled seventeen times."

Do we manufacture shoes with the same machinery we did 100 years ago, or wear the same styles even? But the shape of the feet has not changed. Is business of any kind transacted the same as formerly? We may as well claim that there has been no progress since the days of Adam, and that our electric lights, telephones, telegraphs, new machines, and inventions are a failure.

Again he says: "It is doubtful if you have a constitutional right to tax one who has no children, to give your child a high school education."

But let me say that when I pay a tax to educate my neighbor's child it is not wholly for the sake of *that* child, but for the sake of *my* child, even if he does not attend the public schools, and for the good of the commonwealth.

None of us would want to live in a town where the rest could not read and write. It is necessary to our comfort, happiness, and prosperity that our neighbors and neighbors' children should be educated.

I do not keep a horse, therefore have you a constitutional right to tax me for the support of streets? If I am willing to walk in darkness, why should I be taxed for street lights? For the simple reason that they are public necessities and conveniences, and the majority want them and the majority rules.

If a man has no children, why should he be taxed for *any* school,

even the primary? Because the schools are a necessity to the welfare of the city, the state, and the nation.

One more quotation and I am done. He says: "The common schools should teach reading, writing, spelling, the rudiments of arithmetic, some knowledge of geography, and the proper use of the English language." That sounds like the words of a man who is behind the times, and a man who is behind the times never gets a good view. He sees things from the rear, and a rear view is never a good one. Such a change would put our schools back more than fifty years, and we shall never do it.

I have no hesitation in saying that at no previous time were the public schools as good as they are today. The children receive a better education, a broader culture, and a more elevating discipline than formerly. Moreover, there never was a time when the educators, the teachers, and the superintendents were striving so hard for their own improvement and the improvement of the schools as at the present time. Few persons are aware how much time and labor teachers devote to their schools, or how much effort they bestow on the children in an endeavor to understand their individuality and circumstances. Teachers work hard all over New England.

Dr. Henry Barnard said: "Ever since the Great Teacher condescended to dwell among men, the progress of this cause has been upward and onward, and its final triumph has been longed for and prayed for, and believed in by every lover of his race . . . the future rises bright and glorious before us, and on its forehead is the morning star, the herald of a better day than has yet dawned upon our world.

In this sublime possibility, nay, in the sure word of God, let us in our hours of doubt and despondency, reassure our hope, strengthen our faith, and confirm the unconquerable will. The cause of education cannot fail, unless all the laws which have heretofore governed the progress of society shall cease to operate, and Christianity shall prove to be a fable, and liberty a dream."

Now in regard to the other critic: He says: "After one trip to Boston where I enlisted several hundred boys, I was satisfied that education, or rather over-education, was doing great harm in New England. Book schools were not doing what industrial schools would have accomplished. Because a tailor or a shoemaker had been president, every tailor's and shoemaker's son was being educated to fill that high office, and the result was bad,—in many cases very bad. Over-training of any kind is not good, and I found mental over-training the worst of all. My experience—and I had plenty of it—was the same over and over again. Each morning when I went to my office, at the navy yard gate I found a long line of fairly well dressed boys with their shabbily dressed parents. In every case the boy had spent his life at school, winding up in many instances in the high school, and after that finding nothing to do. The parents were striving hard and stinting themselves that the boys might appear well and dress like gentlemen, while the lads were growing more and more ashamed of their surroundings and their honest fathers and mothers, who had been and

are today the bone and sinew of this great republic. To save them from poolrooms and worse, they begged me to enlist them as apprentices in the navy and begin anew their education. I almost had it in my heart to wish that every high school in Boston would burn to the ground, and that every boy and girl should be taught to work with their hands and make a living, as their honest parents had done before them."

I accepted this statement, but could not agree with it, and when I scrutinized it more closely I decided to differ with it decidedly. But first let me admit that there are some who study the languages, or mathematics, or geography, that would do much better if they took manual training, because they are mechanical by nature. They like physics and perhaps chemistry. But it by no means follows that all should take that course, because all are not mechanical.

He says: "I was satisfied that education, or rather over-education, was doing great harm in New England. . . . Over-training of any kind is not good, and I found mental over-training the worst of all."

To this I will say: Over feeding comes after one is well fed, or properly fed. Over-education, or over mental training, must come after one is properly educated, or properly trained. Can you think of such a case? I cannot agree with him when he says the boys of New England or of Boston are over-educated. They may be educated in the wrong direction: they may be taught some studies that are not as valuable to them as some others would be. I agree with him when he says: Book schools were not doing what industrial schools would have accomplished," if he will limit it to *some* children, but I will not admit it for all, or any large proportion of them. Doubtless it is true for many that would enlist in the navy. He says: "Because a tailor or shoemaker had been president, every tailor's and shoemaker's son was being educated to fill that high office." This statement is not to be taken seriously. I have known a few tailors, and many shoemakers, but I have never known of any who planned to make presidents of their sons. Most of the shoemakers train their sons for the same business.

He says he enlisted several hundred—three to five hundred, perhaps; that they had spent their lives in school, "winding up in many instances in the high school." Evidently most of them did not enter the high school. Surely the boy who only completed the grammar school cannot be said to be over-educated.

He says: "after that finding nothing to do." If a boy fourteen or fifteen years of age who had just graduated from the grammar school, or spent one year in the high school, cannot find anything to do, how could the same boy have found anything to do at ten or twelve years of age? He says: "To save them from the poolrooms and worse, they (the parents) begged me to enlist them as apprentices in the navy and begin anew their education." Can you not read between the lines? What kind of boys are those that parents beg an enrolling officer to take into the navy? I will venture the assertion that those boys were not over-educated; that they were boys that did not keep up with their classes; that they were more fond of the poolroom than of the schoolroom; that

many of them were truants at school, were not studious, or obedient, and the burning of the high schools of Boston, which he almost had in his heart to wish, would not change the condition of those in the grammar school.

No, the public schools will not suffer by these criticisms. In New England we do not have a surplus of over-educated men and women, but there is an abundance of under-educated ones.

Occasionally we hear a person say that the children would do better if they were whipped more. That is all very well if the other man's son is whipped. It is said of a Suabian teacher who died in 1782 that he had inflicted during his teaching 911,527 canings, 124,010 whippings, 10,235 boxes on the ear, 1,115,800 thumps on the head, and required boys to kneel 777 times on triangular sticks, to hold sticks in the air 1,707 times, and that he had used 3,000 abusive words. Are those the days you sigh for?

Were your high school abolished today, and were it known it could not and would not be reestablished, persons having children to educate would not come here to live, and many who are now residing here, and have children, would move away. Houses would be for sale, and tenements would be vacant, the population would decrease, and business at the stores would be less. So the question is of public concern.

It has been asserted that the public schools of today are weak and do not produce great men. While riding from Boston to Brockton I once overheard two of the well-to-do business men talking about schools and one of them said: "Our schools cost us an awful sight. Take our high school. I don't believe it turns out any more great men than it used to."

Ladies and gentlemen, there have been great men in all ages. Great men lived and died before the public schools were called into existence. And have we not had them in our time? Did not the Civil war produce its generals and its statesmen? Have we not had our jurists, and our surgeons, and our divines? Our poets and our historians? Has there been any age which has displayed greater business capacity, more useful inventions, or greater skill in engineering? After this generation shall pass away great men will come and go, but in no case will they be the product of the schools. It was neither the Boston Latin school nor Harvard college that made Charles Sumner. It was not Dartmouth college that made Daniel Webster, but intellect, and hard, manly toil. Intellectual giants possess great mental powers, great physical strength, and great will power. Such will always make their mark in life, but no age and no method of education should be judged by a comparison of a few like these, with the great bulk of the inhabitants who do not possess these natural qualifications.

If I have succeeded in leading you along over these various years you must have noticed that the tendency has been from the education of a few at private expense—which produces caste—to the education of the masses at public expense, which means an equality of the whole people in the opportunities to earn a living, and is the keynote of a republican form of government. Scarcely three centuries have elapsed since women were considered unworthy of an education—which

doomed them to a life of servility — while today there is no limit to their opportunities for the pursuit of either literature or science, which gives them equal social rank with their husbands, enables them to mold the lives of their children both morally and intellectually, and wins the respect and esteem of their brothers. And in your own lifetime you must have observed an increased liberality towards, and a growing confidence in the public schools. With these facts fully in your mind let us look into the future. But I beg that you will distinguish between what I predict and what I advocate.

The schoolhouse of the future will be much more beautiful, architecturally, and will possess more conveniences for school work than the schoolhouse of today possesses. It will correspond with the average dwelling in all that goes to make it homelike and attractive.

Why should so much be done in the home to supply the artistic and the beautiful, that the taste and the culture of the youth may be advanced, and yet for five or more hours of each day confine them in a room whose walls are unadorned save by advertising cards and cheap chromos, and the ceiling broken, dingy and dirty? I welcome the wave of supplying the buildings with pictures and statuary, and I wish that in every community greater interest would be taken in this movement.

The sanitary arrangements and the means of ventilation and heating will be much improved. The temperature will be regulated by automatic thermometers, and no city or town will be allowed to maintain a school in a building illy ventilated, or imperfectly heated.

The schoolhouses will be supplied with bath rooms, towels and soap. At the mention of bath rooms, I fancy I can see you smile and hear you say that they are a long way off. But let me tell you that some cities already have them.

Greater attention will be paid to cleanliness, for it is an important companion of good morals, and without good morals our schools will be good for nothing, and worse than good for nothing.

Each building will have a teachers' reception room and reading room and there will be a library supplied with all necessary reference books and books for collateral reading for the children.

There will be an abundance of apparatus for experiments, and medical inspection to prevent the spread of contagious diseases and to inspect the sanitary condition. The school should be as well guarded in respect to health, spread of contagion, and cleanliness as is the best home, for we want the children of the best families in our public schools.

There will be less children to a room than are found in many cases today. There are many teachers who can *control* fifty, or seventy-five children, and some who can manage one hundred; but nobody will pretend that any person can properly *instruct* fifty.

If the sole object is economy, then they may be packed like sardines in a box or like sheep in a barn, but if the children are to have but one period in a lifetime to learn, and the aim is to give them the best possible opportunity for an education, then the number must be very much reduced.

When we review the growth of education for the past fifty years

we feel safe in saying that this century will see many changes from the present, and whether for the better or for the worse, we cannot tell until they are tried. But as the children of today receive better opportunities than we did, even so do I believe that *their* children will be more favored than *they*. And it is well that it should be so, for although many of the pilgrims became great and noble men, it is not necessary that the men and women down the ages should endure the hardship or forego the pleasures that they did.

Let the better days come, with less hardships and more comforts, and I fully believe that the men and women of the future will fill our places. Among these introductions will come sloyd, sewing, cutting, dressmaking, millinery, cooking (especially on hygienic principles and for the sick), woodworking, ironworking, working on machinery, the kindergarten as a regular part of the system in every city and town, and painting.

Defective children in the near future will not be neglected. The nearsighted, deaf and dumb, those that stutter or stammer, and the weak-minded. Some children are poor spellers, simply because they never see the letters of the word distinctly; others never detect shades of pronunciation, because they do not hear accurately. Provision will be made through the public schools for professional examination and, to some extent, treatment of such pupils. Those that stutter should be taught by special teachers trained for the work. The deaf and dumb and the feeble-minded will be sent to appropriate schools. The teachers of the public schools cannot do this work.

The time has gone by when the feeble-minded should be ignored and allowed to grow up without care. Any city is as rich as all its citizens combined, and as intelligent as its citizens average.

Whenever the weakest is improved the average rises. Many of the feeble-minded, if sent to proper schools, will become self-supporting instead of being a burden to their relatives or the city. If they cannot be ornaments to society, they may be useful citizens or at least not a burden.

INDIGENT

Out of the sum appropriated for incidental expenses, the poor will be supplied with clothing, dresses, hats, caps, shoes, and rubbers, that there may be no excuse for absence, and that they may not be required to receive clothing from the poor department, and thus brought into the pauper list.

COLLEGES

Before the close of the present century the public schools of the larger cities will be crowned by colleges which shall be as free to the children as the high schools now are. The high schools may be converted into colleges, and the colleges become universities. There are some things that point that way. There was a bill before the Massachusetts legislature the past winter to require all children to attend school, not until they are fourteen, but until they are sixteen. This will take them half way through the high school, and the colleges are

requiring more for admission than formerly, which will ultimately necessitate the lengthening of the high school course.

Money properly spent for education and the church is well invested. Should Connecticut repeal its school laws, and this city close all its public and private schools and its churches, in five years half the property would be for sale; in ten years business would be stagnant, and in twenty years there would not be good men enough left to save it from destruction.

With all these changes I trust it will not be forgotten that "Righteousness exalteth a nation," and that due regard will be had to the morals and manners of the pupils. They should be taught to be strong on all moral questions, and uncompromising on temptations to wrong, dishonesty, and prevarications.

TEACHERS

Let me ask what sort of a person the teacher of the last half of the twentieth century will be? The teacher of the future will be a much better educated person than the teacher of today. Many physicians graduate at a college and then take a course at a medical school. But whether they take a college course or not, they are expected to take a medical course. There is the law school for the lawyer, and the divinity school for the clergyman. Should not as much preparation be expected of the teacher as of the physician, the lawyer, or the clergyman?

The outcome of all this will be that teaching will be raised to the rank of the other learned professions. There will be a great demand for teachers of extended preparation and culture, which will lead more to fit themselves for the best places, with a very large increase in salary. They will not only be persons of extended education, but of broad reading, both literary and professional, which will give them a social standing among the best in any community, and those not possessing the extended preparation will of necessity become close students.

The result of this extended preparation will be that greater attention will be paid to the manners of the children. They will be led and guided more by the lives of the teachers, and less by authority; as the good shepherd leads his flock.

Our public schools are not called upon to produce great men and women, but to lay the foundation for citizenship and manhood and womanhood. There is nothing greater than goodness, and it is as free as water.

Homer B Sprague has said: "It is demonstrable that the founders of New England established its school system, not to enable men to earn a livelihood, but to qualify them for citizenship; not to help them to make money, or shine in professions, or to become skilled mechanics, prudent farmers, bold sailors, shrewd lawyers, accurate accountants, but to be capable and virtuous members of the body politic to manage wisely public affairs; in the language of Milton, 'to perform justly, skillfully, and magnanimously all the offices, public and private, of peace and war.' I repeat, the great need of this country and the fundamental idea of the public school system are identical, viz: political edu-

cation, the training up of the masses in youth to be intelligent, honest, and patriotic participators in public business. This harvest fully assured, the more superadded conveniences and accomplishments the better; failing all this, all else is chaff."

The public schools of New England are for the people,—the *whole* people, rich and poor, cultured and uncultured—and if they are not good enough for the children of all classes, of all political opinions, of all religious views, of all nationalities, and of all races that dwell within its borders, I ask the benevolent, the charitable, the parents and the friends of education, and all others who love this great republic and this good commonwealth, and who appreciate the blessings of the modern civilization and of political and religious liberty, to tell us wherein they fail, and to join us in the effort to place them on that higher and broader plain, where they shall meet the demands of all.

And may the blessing of Heaven aid us in our efforts.

VIII

ARITHMETIC IN THE GRAMMAR SCHOOLS

BY ARTHUR E. BOOTH

Boardman School New Haven

In coming before this meeting to discuss arithmetic, I feel that I must approach the subject from the point of observation of results rather than from the observation of classroom work. I shall also overstep the limits of the intermediate grades in my efforts to show faults, failures, remedies, and improvements.

At the outset I wish to make clear my position in regard to the so-called enrichment of the mathematics of the grammar school. Various committees of ten and fifteen have made reports in recent years concerning this subject, the pith of which seems to be, cut down the time spent on arithmetic and put in the time so saved in teaching algebra and geometry. As a mathematician, I am entirely out of sympathy with this course.

First Because we do not give any too much time to the subject at present to give a thorough training to the pupils.

Second The amount of algebra and geometry which can thus be taught will be so small that no practical results can be obtained.

Third The curriculum is at present so vast, and the requirements on the teachers so great, that anything like good work is impossible. This is doubly true, since to be a successful teacher of mathematics requires special training as well as a close contact with various forms of business, which the average teacher does not possess and has neither the time nor the inclination to obtain.

As a business man, I feel that if the grammar schools turn out scholars who know thoroughly the rules of arithmetic, can make calculations accurately and rapidly, such a person is worth a thousand who know a little about arithmetic, a little (very little) about algebra,

and less about geometry—in other words, a person who cannot do anything accurately or well.

As a teacher, I have observed the results of such training with feelings too deep for words.

If the committees had made reports stating that the course in arithmetic ought to be improved, I would heartily endorse them, for that there are opportunities and need of such improvements no one who comes in contact with children can doubt. What I quarrel with is not the improvement, but the method of improvement suggested. It will be my endeavor in my following remarks to point out a few means of accomplishing this end, even to the including of algebraic and geometric knowledge while yet studying arithmetic, thus leaving geometry and algebra in their proper places in the high school.

THE MATHEMATICAL SENSE

Beginning then with the child in the kindergarten, we find two prominent characteristics, animal spirits and imagination, both of which are to be educated. In this raw state of material, it seems to me that the senses are about as nature made them, or the *ordinary six*. I see no reason to suppose that nature has stowed away in some little body a wonderful seventh sense, now known as the *mathematical sense*. If then we find later that such a state has developed, would it not be wise to inquire into the reason? Heredity may account in small degree for aptitude, but according to the best authorities even consumption is not now considered as being hereditary. The most that can be said for it is that there may be a weakness of the lungs, which under proper conditions will result in consumption; so with the child in any study there may be a weakness of the mind due to heredity, which under proper conditions of good teaching and sustained interest, may result in a mathematical prodigy. This is, however, a remote possibility. I think it would be safer for us to take the old proverb, "As a twig is bent so will the tree grow," as our motto. Don't lay up the child's failure to grasp mathematical ideas as a lack of mathematical sense, but rather to a lack of proper training. One never hears of the reading sense, the spelling sense, or of the walking sense.

The children come, then, to the kindergarten with normal senses, few ideas, and few words in their vocabularies. It is here that our mathematics should begin, the two guiding stars being *accuracy* and *honesty*.

The first step is to create a vocabulary for our use, and this may readily be accomplished by means of geometry. A starting point might be taken with the straight line drawn carefully on the blackboard. After the pupils have thoroughly learned the name of this object, the next step should be the use of the words *long* and *short*, giving the children two new words and ideas. Next would naturally come the idea of comparison with the words *longer* and *shorter*. In this the comparison should be of such a nature as to leave no doubt in any mind. The next step should be a more careful comparison of lines with the use of *much longer* and *little longer*. After this comes the careful comparison where

one is neither longer nor shorter than the other, in other words, the idea of equality and inequality. From this point on, the idea of equality should be the center around which all subsequent work is built. At this point may be worked in the axiom, that things equal to the same things are equal to each other, which will give a means of measuring (not to scale) and thus comparing. Great care should be taken never to allow any comparisons which cause doubt as to the truth of the equality idea.

After this training with the line, we may go a step further and introduce *width*, giving the surface. The same order, large, small, much larger, little larger, much longer, little longer, much wider, little wider, equal length, equal width, and finally, equal figures. Here we may be given our laboratory work with scissors and paper for making figures. This laboratory method should be continued throughout the course.

The solid may next be taken up in the same manner in regard to length, width, and thickness, arriving finally at equal figures as before.

After this we may add to our laboratory supplies blocks, and as soon as possible a rule or scale for measuring.

NUMBERS

As I learned the definition of arithmetic, it was: arithmetic is the *science* of numbers and the *art* of computing by them. Notice the order used; science of numbers, art of computing. It has struck me that as *art* is so prominent in our schools of today, it has even entered mathematics and crowded out everything else. As now generally taught, arithmetic is the art of computing with numbers. This has been carried to such an extent and answers so eagerly sought for, that pupils rarely see any of the signs of operation, which are the backbone, not only of arithmetic, but all other branches of mathematics as well, and constitute the science of numbers.

It seems to me that this is the side of the subject where we may look for advancement and improvement. To illustrate, we are to add 175, 146, and 97. The pupil immediately places them in column form and computes the result, which is placed beneath the column thus: 175
He is not shown and does not know that the sum of these numbers 146
is obtained by simply placing plus signs between them when placed 97
in a line, thus: $175 + 146 + 97$. This is addition; getting the 418
result or answer is reduction. Again, the pupil does not realize the
equality of these numbers and the answer, which he would do if written
as above $175 + 146 + 97 = 418$, with the equality sign. Here, method
takes a hand with our mathematicians and all are required to write
the examples in exactly the same way (the column form) until it
becomes such a matter of habit of mind that they can add in no other
way. In my own work I find pupils who will add 75 to 235 with ease,
who stumble at adding 235 to 75, and in either case must have them in
column form. Does not this show a lack of science in arithmetic? In
my experience I have never found a scholar who would voluntarily add
numbers placed in a line.

To return to our numbers, when a child is taught *its* numbers, it is about the universal custom to limit the teaching to the positive whole

numbers, and to do this teaching with such skill that the pupil soon believes firmly that there are no other numbers. Is this honest? Is it right? Is it good teaching to teach something which will have to be forgotten later in life and then relearned correctly? I can understand that at the start it is necessary to limit the scope of numbers, as for instance, when the child is learning to count, but it should be done in such a manner as not to leave wrong ideas.

Possibly some of the teachers here present do not realize what a small fraction of the number system the positive whole number is. For the benefit of such persons, I would suggest some of the following as being common quantities which must have a place. Negative whole numbers, positive and negative common fractions, infinite decimals, such as the value of π or 3.14159, radicals such as $\sqrt{3}$, imaginary quantities, such as $\sqrt{-3}$: these will serve for illustration.

The question naturally arises, when shall we begin the use of these quantities? In regard to the negative numbers I would say, as soon as with the positive. Teaching the children to count first from zero up and then down; after some practice in this it will be an easy matter when counting down and reaching zero to suggest the numbers less than zero, or the negative numbers. Then the counting should be practiced from any negative number to any positive one. The negative numbers may be illustrated by means of the thermometer, debt, or direction along a line. As fast as the ordinary fractions are learned, these should be added to the counting, which should gradually take on the form.

The other fractions added from time to time, always showing that more are to follow. The radicals will come naturally under square and cube roots, as also the imaginary quantities. Having now a fair start with our number system, the next step will be the ordinary operations of arithmetic.

Having a number system of positive and negative whole numbers, we must change our teaching of addition and subtraction. The addition of positive numbers we already have, and the addition of negative numbers offers no serious trouble, but the addition of positive and negative numbers will need some care. This difficulty may be overcome as former ones have been, by means of lines, blocks, and other material. It has been at this point that our serious faults of honesty have occurred in the past. For instance, we have used our teaching power in driving into the minds of the children the idea that the sum of two quantities will always have as many units in it as occur in each of the quantities separately. Why teach such things? It is not honest, as a half truth is never honest. Make use of every means of illustration which can be found. If addition is taught in this manner, subtraction will present no new or hard features. In both cases, do not give up to methods of arrangement. Make use of the signs of operation and equality. Make the children add up, add down, add quantities placed in a line. Never allow the carrying numbers to be placed on paper work for rapidity and accuracy. Multiplication and division offer no serious trouble, except in handling the signs, so they need no attention here. To make use of our laboratory method, it can be easily shown that the product of two numbers gives the area of a rectangle, and a number multiplied by itself

gives the area of a square. Multiplied by itself three times gives the volume of a cube, and so on, illustrating by paper and blocks.

The use of the parenthesis should be taught and illustrated in the same manner. Combinations of addition, subtraction, multiplication, and division, with the use of the parenthesis, can now be used, making the children do the operations in various orders, as follows:

$$5 (7 + 6 + 9 - 2) + 2 - 7,$$

$$5 (19) + 2 - 7 = 90, \quad 35 + 30 + 45 - 15 + 2 - 7 = 90,$$

showing that the result is the same. The greatest common factor and least common multiple by the division method should be thoroughly taught and constantly made use of in reduction of fractions.

In addition of fractions "*beware*" of *method*. Here the chance arises for constant misuse of signs, especially the equality sign. Never allow pupils to place fractions in columns for reduction to common denominators, and for addition or subtraction use the signs of operation. The following example will illustrate a common occurrence in this work:

$$\begin{array}{rcl} \text{Add } \frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5} & \frac{1}{2} = \frac{4}{8} = 40 \\ & \frac{1}{3} = \frac{3}{9} = 5 \\ & \frac{1}{4} = \frac{2}{8} = 32 \\ & \frac{1}{5} = \frac{2}{10} = 11\frac{1}{5} \end{array}$$

In division of fractions, few of the pupils realize why the denominator fraction is inverted and then the two fractions multiplied. In fact, I know of a case of a young lady who was preparing for the teaching profession, who asked her instructor for an explanation, as she did not understand it and was afraid her future pupils would ask her. The answer received was: "Tell them that is the way to do it and not ask foolish questions." Rather unsatisfactory, was it not?

Decimal fractions may well be taken up with the common fractions or immediately following. Here again "*beware of method*," teaching reasons for placing the decimal point, not methods for doing it. The common decimal equivalents for the most common fractions should be memorized, such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{3}{8}$, $\frac{1}{5}$, $\frac{2}{5}$, and made use of in future work. There seems to be a sad lack of training in the use of decimals, the pupils seeming to feel that they should be kept in a glass case out of harm's way. In my work I am often driven nearly to distraction watching pupils flounder around trying to use common fractions when it would be so much easier and better to use decimals. If by chance they get hold of a decimal they are not satisfied until it is changed into a common fraction. For instance, if it is required to multiply $15\% \times 17\frac{1}{2}$, ninety-nine out of a hundred will use the common fractions, and probably make mistakes.

We now come to the question of accuracy in the use of decimals. As a general rule, it is not important that our calculations be correct to more than three decimal places. It is then important that the pupils be taught when absolute accuracy is needful, and when approximations may be used. They should be able to discern from the character of the example; for instance, it is folly to carry calculations in money to more

than three places. In calculating sizes in machinery it is an absolute necessity that three places be held. Since approximates are usually all that is required, why not teach a method for getting just what is wanted? The several methods may be found in the older arithmetics; I think in either "Greenleaf's" or "Robinson's," and it is of great practical importance.

The use of simple and compound proportion is one of the most effective ways of solving problems known in arithmetic, but it is so little used now that it is a mere skeleton. I have not the time to devote to this subject that it really deserves.

In regard to percentage and interest, if they are to be of any special value the methods of commercial institutions should be used. The almost unlimited subdivision of this subject is rather perplexing to older heads than those in the grammar schools. Interest, discount commission, brokerage, etc. It seems to me that here is a place where the scissors may be used with good effect and time saved. The average child will have little use for commission and brokerage, and after a good foundation of percentage and interest I fail to see any advantage gained. Square root and cube root are at present bones of contention, some schools teaching both, some schools teaching neither, and some being satisfied with square root. Square root certainly should be taught, as its use in practical life is wide, although often gotten around by guessing. In nearly all of the mechanical pursuits the necessity for finding the hypotenuse of a right triangle is of daily occurrence. In addition to its usefulness, it is not a hard subject to master and takes little time. In regard to cube root, it is a little harder, less often used, but when wanted it is so much harder to understand and use that nothing will be lost in including it in our course. As a matter of higher work both are essential, and although only one-tenth of the pupils go to higher schools, still they ought to be recognized and some provision made for them.

Many other points deserve attention from our hands, but cannot be taken up at this time. I must pass over compound numbers with a brief remark. Do not teach obsolete tables and values. Last year quite a discussion was aroused over the metric system. The statement was made that there had been no advance in the general use of this system in a hundred years. Such statements are, of course, absurd, and come from lack of knowledge and investigation. As a matter of fact, the system is at present in use in all the continental countries (England excepted). It is at present recognized as a standard in the United States. It is in use in all laboratories, both physical and mechanical, in this country. Ninety per cent of all scientific work is done in this system. The whole science of electricity is based upon it. All druggists have to use it, and a constantly increasing number of doctors are using it. It has not come into general use for various reasons, chief of which are: cost of changing measures, and lack of knowledge on the part of the people. With the cost of changing measures we, as teachers, have nothing to do, with the lack of knowledge we have. If there is any one thing in the whole universe more ridiculous than our present system of weights and measures, I for one have not become acquainted

with it. Again, is all improvement to be rejected because it requires an effort to obtain it? Unless the common people become thoroughly familiar with this system it will never come into general use, and we, as teachers, will be responsible for retarding the progress of our times. We can live as our fathers have if we want to. We can spend our time and energy in drilling tables into our scholars if we wish, but our province should be to lead, not to hold back. In regard to the system itself, its simplicity and accuracy cannot be doubted, and that vast amounts of energy would be saved by its use is not open to doubt. As a simple illustration of the trend of events, last year the requirements for entrance to Sheffield scientific school were changed so as to compel the use of logarithmic tables, having angle tables made out in degrees and decimals of degrees instead of degrees, units, and seconds as formerly used. The entrance examinations to the academical department of Yale have required a knowledge of the subject for several years past. Yale medical school also requires it, since they require physics as an entrance subject. It seems to me that under such circumstances we ought to teach this subject.

Taking up now the subject of mensuration, I feel that much improvement might be made in the teaching of this subject.

This is the geometry of the common people, and should be made as accurate, connected, and extensive as possible. Nothing should be taught empirically (without some attempt being made to show reason). Figures should be called by their correct names, for instance, a rectangle is not an oblong, an ellipse is not an oval, and so on. Not one scholar in a hundred knows why the diameter of a circle is multiplied by 3.1416 to obtain the circumference, nor why the radius square is multiplied by the same thing for the area. The number 3.1416 is rarely used, seldom explained, and seldom given a name. Why not teach that the area of a circle is equal to πR^2 and the circumference $2\pi R$ as in geometry? We teach the area of a triangle equal to $\frac{1}{2}B \times H$ of a square or rectangle $B \times H$, and usually stop there. Why not take up the parallelogram and trapezoid as well as the regular polygon? In solids we teach the cube and sphere (sometimes); why not add the pyramid, cylinder, and cone?

In this subject the laboratory subject would be of enormous benefit. For instance, having a cylinder, if we wish to find the circumference of a circle wrap a strip of paper around the cylinder, cut it carefully so as to just meet, lay out flat and measure carefully. To find π , simply divide this measurement by the diameter (also measured) with care, and a good value will be obtained. Each figure should be illustrated in this manner, and the result will be a quantity of practical geometry which will be of greater benefit to the pupils than a few weeks of study in the first book of the modern geometry.

In addition to what I have already outlined, many chances occur when the algebraic equation may be made use of simply as arithmetic. For instance, in proportion the use of x for the unknown term offers no difficulty,

$$\begin{aligned} 3:6::9:4 \\ 3x &= 54 \\ x &= 18 \end{aligned}$$

and at the same time gives us the equation. Interest, simple and compound, offer chance as well as mensuration.

In order that this kind of teaching shall be successful, several things will be required of the teacher.

1st. A fair knowledge of algebra and geometry.

2d. A more intimate knowledge of what is going on in the world and how it is being done, especially in the mechanical pursuits, so that practical illustrations may be used in the classroom.

3d. Honesty, and a desire to improve existing conditions.

4th. A mathematical and mechanical library, and a knowledge of what our public library contains in these lines.

The importance of the library cannot be over-estimated. The library may not be expensive or extensive, but the pupils should be encouraged to handle the books, look them through, and become gradually familiar with them. Among the books might well be placed an algebra or two, geometries, and as many of the higher branches as the teacher can get hold of.

I would give the teacher the advice offered by one of the ablest mathematicians of this country to his class, of which I happened to be a member. "Go to the library, walk among the books, read the titles, take down a book now and then and just look it through; you will not have to read it, but in spite of yourself you will become familiar with their contents, figures, and even subject matter." Since that time I have found much benefit, as well as pleasure, in doing this thing. There is no better way to become acquainted with the scope, importance, and general subject matter of any subject than this.

In conclusion, do not be satisfied with your own knowledge of a subject until you know above it, below it, and all around it. Try to impress on your scholars that the subject you are at the time teaching is of the utmost importance. Do not do all the talking. Do not feed the pupils with a spoon on digested food. Encourage a spirit of investigation in the class, plan small trips to important manufacturing concerns with a few (5 or 6) pupils at a time, that they may see how things are done.

Thus we may arrive at the goal set by the committees, and yet remain within our province of arithmetic.

IX

STORIES AND STORY TELLING

BY MISS SARAH CONE BRYANT

The persistence of the love of story telling, from earliest times to present, is one of many witnesses to the care with which nature preserves those instincts and desires which further the purposes of evolution. My personal feeling concerning the function of art in life is that it is the method by which genius fulfils its mission of transmitting spiritual force; it conduces to spiritual evolution. I would have the art of fiction regarded in this light, and approached reverently.

The specific ways in which the great stories of the past exercised their function may be stated in general as follows:

They exercised the imagination; developed race-consciousness; stimulated hero worship, leading to desire of emulation; enforced moral and historical truths. Illustrations, Iliad; Beowulf; fables and myths.

The present function of stories in education must be similar, allowing for differences in general progress:

Form habits of attention, and exercise the imagination. Stimulate patriotism. Inculcate true hero worship, with its inevitable desire for emulation. Present and enforce scientific as well as moral and historical truths. Give the culture of enlarged sympathies through the reflected experience of others. (Of course always the benefit of amusement, charm, rest.)

Story *telling* has the advantage over story *reading* that it is more immediate; the text of a book is as a third personality intervening between speaker and listener. Story telling gives added sense of intimacy with speaker and makes story seem like personal experience. Has the advantage of the interpreted over the uninterpreted message. Allows free play of expression and manner, and permits speaker to feel pulse of audience and make desirable changes; especially in the case of children. Examples from personal experience.

CHOICE OF STORIES

All the so-called "fairy stories," which are good literature, including folk tales, myths, and fables, legend and allegory, and even the classic nonsense tales.

Benefits of these: great types of character and classes of experience presented in the form best fitted for child's reception; culture of literary taste through strong, simple style of folklore and classic clarity of style of best fairy tales, such as Andersen's; necessity of this basis for adequate comprehension of adult literature; education in moral truths.

The nonsense stories have their part in the humor of the child's life; the cumulative stories exercise his memory; the pure fairy tale of the Cinderella type belongs to him by right of his love for it.

Reject, however, ghost stories, and all with really vulgar and over grotesque details. Types of evil are valuable, and the "purifying thrill" of tragedy has its limited place even in childhood; but vulgarity is unqualifiedly bad.

Nature stories. But they must be real stories, not explanations masquerading in cloak of fiction. Real utility of art is to educate the soul through beauty and emotion.

Historical. For small children limited pretty closely to legends. Cycles of historical tales for older. Best of all is to study a period or event till you can put it in the form of a series of stories, or one continued story.

Adaptations of books, old tales, plays, customs, and travels. This takes genuine talent and much preparation.

Substance of rules I deduce from personal experience is:

(1.) Assimilate the story absolutely, but do not memorize.

(2.) Keep the mood or spirit of each story clearly in mind when telling.

(3.) Keep the story real to yourself; you must be interested; if that is at first impossible, simulate interest with all your might, and it will come.

(4.) Be perfectly simple. Insincerity and pretense are fatal. If you are naturally dramatic it is a good thing, but if not you must trust to gradual development of that quality through practice and comprehension.

(5.) Be direct. Like the drama story telling is dependent on the conditions of a listening audience; the clue must always be given at the right time.

General suggestions as to voice, enunciation, and study of fluency.

Stories told in illustration: Why the sea is salt. Why we have pink roses. The pied piper. La dernière classe.

X

SOMEBODY KNOWS — SOMEBODY CARES!

By MRS ANNA D POLLARD

Superintendent of Schools Southington

A few days ago one of my teachers came into my office and said, while speaking of a friend of hers: "She is teaching now in one of the hill towns of this state. She is a good teacher, progressive and painstaking, but she gets so discouraged! Last summer she said to me: 'Who knows or who cares what I teach or how I do it? Nobody knows — nobody cares!'"

I have been asked to speak to you today on the need of supervision in the rural schools, but how can I come to you with that need after all that has been said to you today about it? Why should I reiterate what you know so well? As I look into your faces, I know that you too have felt the loneliness voiced in the words of your associate: "Nobody knows — nobody cares!" It is with these words for our starting point that I want to say the few words I am permitted to say. Let me say at the very first, I know by experience how it all feels. To work day after day, week after week, with no word of encouragement or helpful suggestion, with no word of kindly criticism — yes, I know how hard it is to hold to the ideals in such circumstances. It is because I know, that I want to say to you: "*Somebody knows — somebody cares.*"

You know and *you* care. You care very, very much. You care for many reasons, and I am only going to tell you the poorest reason of all, for I am sure all the rest will follow in your thought. You care for your own self. It is one thing (and a good thing) to hold oneself to a high ideal of work with the consciousness that the good work will be recognized and appreciated by those for whom we labor. It is another thing (and a nobler thing) to hold oneself to the highest standard when there is no one to praise or to blame. To do one's best when "nobody knows and nobody cares," or when we know that our

best endeavor will be met with disapproval by those who think themselves fully qualified to judge of any professional work,—to do all this is the simple duty of her who aspires to be a real teacher.

The *children* know and they care. They may not consciously know now what you are or are not doing for them, but some time they will more fully understand. Then they will care very much! Do you not care today that somewhere back in the years that faithful teacher made herself a power in your life? What matters it to you today whether that influence came in the well organized city school or in the lonely school in the country? Nothing matters except the fact of the influence that took hold of your life, and helped you to the manhood or the womanhood that is yours. As you look back and think of it all, I am sure you will say it is not the teaching you remember, not the appliances with which she worked,—but the *teacher*.

In view of all this, what must your work be for the children committed to your care? What your conscious aim? To teach geography, history, reading? Yes, perhaps—as a means to some better end. These children need from you fuller preparation for life. They need to be helped to all that is best in them and for them. "I can't find my place!" We hear it often in the schoolroom,—and we see it oftener in life. Men in the pulpit who should be behind the counter, men in the shops who would well fill a professor's chair, men occupying positions of public trust who should be behind the bars—and the reverse of this is equally true. Over and over again comes up the cry from the millions: "I can't find my place!" It comes back to us again and again from the distance until it seems to be changed to the more awful cry: "I've lost my place!" Shall that cry come from any boy or girl whom you or I have had power to influence? Shall it come because you or I failed to give the helpful, appreciative word at the right moment?

Years since, a young teacher was at work in one of the little hill towns in one of our New England states. Among her pupils was a boy who was pronounced an "incorrigible" by all who knew him. He did not care for the farm work, nor did he seem to care more for books. This teacher tried to find the one thing for which he cared, but every effort had proved fruitless. Very early one October morning, she was obliged to ride across the mountain to another town to take a train, and this boy was chosen to drive. They drove on in silence, climbing up and up until they reached the top of the hill and stopped for the horse to rest. The boy, who until now had seemed utterly indifferent to his surroundings, looked out on the view spread before him. He looked long and earnestly—stood up in the carriage, thrust his hands deep into his pockets, and said—"Gosh!" What would you have done? Drawn yourself up with an increase of dignity and a deep desire to be proper (whatever that may mean) and said: "Don't you ever use that word in my presence again"? Would you? Oh, if you had, you might have gained silence, perhaps—but you would have lost your boy! This teacher was wiser than that. She understood. She did not even try to analyze the beauty of that landscape spread before them to prove that she could appreciate it! She knew how to keep still. Wise woman! She knew that it was not the lovely valley with its

river of silver running through it, it was not the ocean, deeply blue in the October morning, it was not the mountain on the other side of the valley, crowned with its autumnal foliage, nor was it the little village nestled at its foot,—it was not one nor all of these that had appealed to the boy—it was nature herself that had spoken out of her heart to his heart, and the teacher gave silent sympathy. That boy is a professor in one of our western colleges today, and he dates his awakening back to that October morning on the hilltop, and his love for that teacher who so wisely led him on in the after days has never changed.

Would you not like to have been that woman? Would you have felt the days and months to be wasted that you spent in that little town, in that small school, if you could have seen the result? We can't see the results, but we can labor on, knowing that to be able to some time help one life into its larger place—that is reward enough for any one of us for years of service!

The *parents* care, and if they do not know as fully as they should, you may help them to know. Take them into your confidence—make it your mission to help them to know the needs of the school. How about your buildings? Are they clean? Morally clean? What is the condition of the outbuildings? We talk about the teaching of art in the schools and we believe in it and all else that shall uplift the lives of the boys and girls; but I know, and you know, that in many a school in this state there is vileness allowed to exist that will do more in one minute to debase than can be undone by years of patient teaching. Teachers, is there a thing anywhere about the buildings where you work for the little ones that should bring a blush to the cheek? If there is, go back to your school with the determination to have it removed. Go to the mothers. They do not know! Enlist the sympathetic help of your children,—you can do this. Make it your mission to have your school buildings morally clean. You can do it by tactful effort, and it will mean so much! You will find that the parents care what influences are coming into the lives of their children if they are put in the way of knowing. Indeed, they know already much more than many of us who teach think. The little ones are great imitators, and the parents catch some of our peculiarities in ways we least expect.

Not long ago, several children were playing school in a room adjoining one in which a mother and teacher were sitting. The play went on smoothly for some time, with the usual failures in recitation that go with the children's play. A visitor was announced, and after she was seated a class was called to read. As the child stumbled in the reading, the teacher spoke in an exceedingly cross tone, saying: "You take your seat and study your lesson!" The small child who was thus reproved replied: "H'm! Teacher wouldn't speak that way when company was in. She'd say: 'No, dear,—try again!'" Could that kind of a story possibly be told about one of us here?

The *state* cares how you do your work. Does she not tell you so every time your eye rests upon the flag which floats above your school? As long as you work beneath the folds of that pledge of the nation's care, just so long you must remember that you are training boys and girls for the duties of citizenship—just so long you must make it your

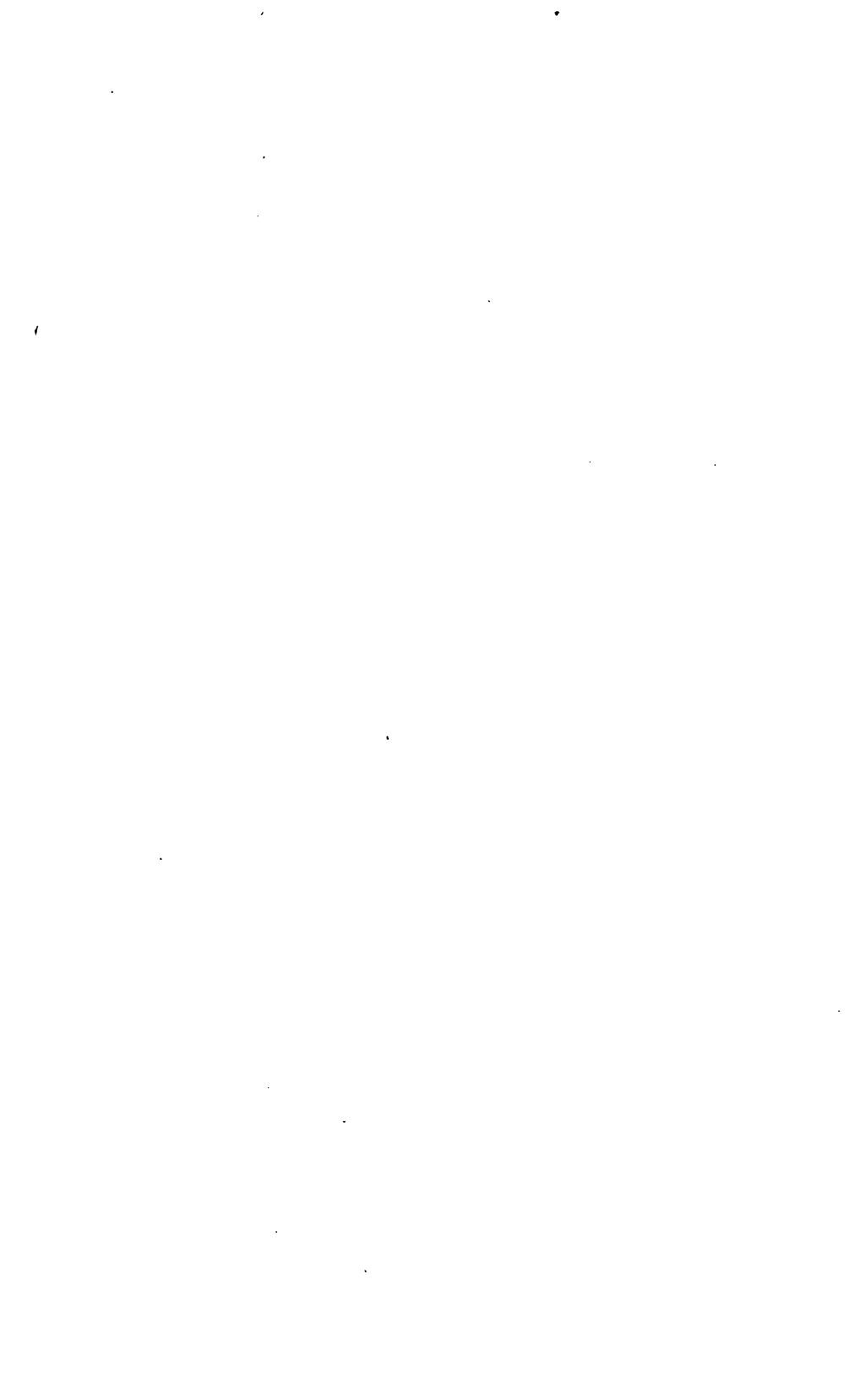
aim to inculcate the virtues represented by its colors, patriotism, purity, truth. Do you remember the words of "The man without a country?" "Remember, that behind all these men you have to do with, behind officers and government, and people even, there is the country herself, your country, and that you belong to her as you belong to your own mother. Stand by her as you would stand by your mother." We might well add for ourselves: "Work for her as you would work for your mother." You say: "If the representatives of the state only knew, only cared!" The state board may not know much of you individually and of your needs—with our present system it cannot—but after all that has been said here today, we cannot think it does not care. It does care, very, very much! Connecticut is not dead to its school interests—at the most, it is only asleep! You are not always to feel the loneliness in your work that many of you are feeling today. I am sure I can tell you that some time (in the near future, I hope), some time sympathetic help will be nearer to you. I know how it feels to seem utterly alone in the work. Some one has truly said: "Fellowship is heaven—lack of fellowship is hell!" Without encouragement and help from without, the stoutest heart will sometimes faint and doubt itself. The times come to most of us when we must feel the grasp of the kindly hand, the look that reassures. But, teachers, in spite of the conditions you have to face, say it over and over to yourself—try to realize it, because it is true: The state cares, the state board of education cares!"

The *Father of children* knows and cares. And that is the crown of it all! He knows—he cares! He knows (and it seems to me he would have us realize it more fully than we do) that it is what we are that is to give the most lasting influence, not so much what we teach. He would have us realize that because we do the work for him, we must at the same time aspire to do it in the very best way of which we are capable, whether any one knows or cares or not. He would have us ask ourselves often: "Am I living a life before these children that it is safe for them to imitate? Am I leading them in the best paths?"

A German sculptor worked for years upon a great statue. After it was completed, he called in a boy from the street and said to him as he uncovered the statue: "My boy, what is that?" The boy looked long and then said, slowly: "You have made a great man." The sculptor burst into tears, and destroyed the work of years. Once again he tried. For long years he labored on until he had completed another statue. Again he called in a child from the street and, leading him up to his work, said: "What is this, my boy?" The boy stood in silence and gazed. As he looked, a light not seen on earth or sky came into his face, he folded his hands together softly and said: "Suffer little children, and forbid them not, to come unto Me, for of such is the kingdom of heaven." He had caught the conception of the Christ.

Teachers, what image are you and I placing before these little ones? All else sinks into insignificance before this question. "Over the door of every schoolroom should be written: 'Let no man or woman enter here whose life and example are not fit models for the young to copy.'" knows—he cares.





STATISTICAL TABLES

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The following tables are compiled from the returns which the law requires School Visitors to make to the Board of Education.

By way of explanation it may be said: —

1. The Grand List of each town is taken from the books of the Comptroller's office.
2. The per cent. of taxable property appropriated for public schools is based upon the total amount received for school purposes diminished by the amounts received from school fund, etc., town deposit fund, and local funds.
3. The amount paid for each enumerated scholar is found by dividing the total amount expended, less amount paid for new buildings, by number enumerated.
4. As has been the custom for a number of years past, the number "registered in Winter" is found by combining the number returned for Fall *and* Winter terms, taking the highest number found in either.
5. The "average attendance in Winter" is found in the same manner.
6. The "per cent. who have attended some part of the year" compares the "different scholars" with the "enumeration." The large per cents. attained by some small towns are explained by the attendance of scholars not enumerated.
7. *Regularity of attendance* and efficiency in this direction are indicated by the "per cent. of attendance on basis of registration."

8. The "per cent. of attendance on basis of enumeration" is found by dividing the average attendance for the year by the numeration.

9. The number who "attended Normal School" is not complete.

10. By "schools" is intended the number of public schools in each town; and

11. By "departments" the number of departments in the public schools, counting each room of a graded school as one department.

12. The Public Libraries mentioned are not all free libraries.

13. The indebtedness incurred on account of schools is probably much larger than the amount reported. In towns where the districts have been consolidated and in some other towns it is made a part of the general indebtedness of the town and is not separately reported to this office.

14. Interest upon school district indebtedness, and expenditures of money for rent of school buildings, are included in the sums used in computing the cost per scholar upon basis of enumeration and also upon basis of average attendance.

STATISTICAL TABLES

HARTFORD COUNTY

RECEIPTS.

TOWNS.	Grand List.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Districts Taxing.
Hartford,	\$69,757.071	\$37,644.75	\$1,408.00	.....	\$146,730.82	\$184,459.34	.....	\$103,213.04	\$471,455.95	9
Avon,	420,555	632.25	163.20	\$113.96	1,610.54	18.58	.....	284.95	2,823.48	..
Berlin,	1,286,024	1,566.00	.....	210.47	5,054.29	.....	.....	1,366.99	8,227.75	..
Bloomfield,	786,965	596.25	.....	.....	2,814.80	.....	.....	90.00	3,501.05	..
Bristol,	5,721,937	4,876.00	201.18	.....	24,171.46	14,683.78	.....	967.87	41,002.29	6
Burlington,	352,288	672.75	197.33	76.16	1,676.32	475.42	.....	103.60	3,201.59	2
Canton,	1,164,877	1,386.00	147.62	.....	8,309.35	.....	1.00	695.12	10,530.09	..
East Hartford,	555,718	279.00	.....	.....	1,530.41	.....	.....	117.00	1,026.41	..
East Windsor,	2,980,610	3,407.25	287.00	.....	16,021.18	4,522.56	.....	526.10	24,824.09	3
Enfield,	1,150,051	1,698.75	.....	.....	6,787.93	.....	.....	837.33	9,324.01	..
Farmington,	2,747,862	3,413.25	274.20	20.00	23,345.83	.....	.....	1,086.41	28,139.69	..
Glastonbury,	2,090,164	1,536.75	244.12	473.00	8,239.93	2,789.12	.....	1,189.00	14,471.92	2
Groton,	1,706,070	1,851.75	231.00	.....	6,509.46	2,125.00	89.50	285.77	11,154.48	3
Granby,	391,600	569.25	296.12	.....	1,998.68	.....	33.00	.....	2,897.05	..
Hartland,	199,325	238.50	.....	.....	1,177.72	943.48	.....	20.00	2,379.70	1
Manchester, .....	.....	2,720.25	263.16	.....	10,157.24	3,325.38	.....	.....	16,475.03	1
" Ninth District, .....	.....	3,228.00	.....	.....	19,912.66	.....	3,896.68	75.00	27,142.34	..
" complete,	4,516,137	5,087.25	263.16	.....	30,059.90	3,325.38	3,896.68	75.00	43,617.37	1
Marlborough,	130,204	157.55	.....	56.00	622.50	.....	.....	.....	836.00	..
New Britain,	10,580,067	14,375.25	369.38	.....	133,677.18	.....	.....	3,559.71	151,936.44	..
Newington,	371,679	1,614.12	60.60	.....	8,616.18	.....	.....	170.00	6,768.03	..
Plainville,	882,045	1,010.25	.....	.....	4,981.66	.....	.....	575.01	6,575.92	..
Rocky Hill,	444,417	495.00	.....	.....	6,394.59	.....	.....	.....	1,869.59	..
Simsbury,	1,594,774	2,824.75	125.97	30.16	16,057.83	.....	131.07	141.43	7,410.71	..
South Windsor,	2,366,976	2,824.75	243.02	534.53	18,255.85	.....	.....	110.00	21,093.38	..
South Windsor,	1,606,758	623.25	231.55	.....	4,697.13	.....	.....	276.47	5,842.40	..
Suffield,	2,593,902	1,460.25	437.69	.....	10,043.41	.....	.....	.....	18,541.35	..
West Hartford,	1,124,954	1,521.00	99.60	.....	16,521.30	.....	.....	49.50	18,191.40	..
West Hartford,	1,134,035	959.75	143.68	600.00	3,962.00	2,238.78	.....	389.03	6,063.86	..
Windsor,	1,720,069	1,556.00	199.90	.....	7,742.72	.....	.....	439.55	12,296.95	2
Windsor Locks,	1,593,046	1,876.50	109.46	.....	4,756.52	.....	.....	434.67	7,179.15	..
29 Towns,	\$125,288,881	\$94,999.50	\$5,733.16	\$2,114.28	\$501,348.91	\$213,601.44	\$4,151.25	\$117,005.55	\$638,954.09	29

HARTFORD COUNTY

TOWNS.	EXPENSES.							Other Objects.	Total.	Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.									
Hartford,.....	\$20,013 77	\$53,586 75	\$39,004 76	\$12,530 87	\$69,367 35	\$88,909 53	\$503,293 03	\$1,500 00	\$1,553,608 42	6.19	2.10	\$25 31	\$45 31	
Avon,.....	2,070 01	280 61	128 94	.....	.....	432 43	2,911 08	48 00	156 00	4.55	3.82	10 36	16 45	
Berlin,.....	4,247 60	767 40	138 53	254 86	.....	819 36	8,227 75	108 87	.....	5.03	3.97	11 84	22 17	
Bloomfield,.....	3,017 77	326 28	.....	60 00	.....	390 50	3,733 55	67 00	.....	3.69	3.57	14 08	24 40	
Bristol,.....	28,043 49	3,328 68	2,780 10	320 39	.....	5,925 74	40,598 40	400 00	57,165 29	6.95	4.22	18 63	25 40	
Burlington,.....	2,160 51	139 05	140 00	.....	.....	331 67	2,971 23	70 00	680 00	6.40	4.75	9 93	19 61	
Canton,.....	8,351 70	117 08	629 71	207 92	.....	1,142 68	10,531 90	111 75	2,000 00	7.73	7.13	17 10	21 24	
East Granby,.....	1,276 72	118 49	.....	.....	.....	597 95	1,963 16	36 75	.....	2.94	2.73	15 83	28 45	
East Hartford,.....	16,422 44	3,060 14	1,330 36	170 39	.....	2,139 37	23,122 70	278 99	22,269 84	7.06	5.37	15 00	21 76	
East Windsor,.....	6,029 84	777 95	135 28	140 00	.....	2,120 94	9,324 01	120 00	.....	6.63	5.89	12 34	21 23	
Enfield,.....	15,160 75	2,138 41	1,621 16	100 00	5,468 28	3,467 98	28,076 58	415 00	.....	8.88	8.49	14 88	25 67	
Farmington,.....	8,851 00	1,198 95	430 08	22 00	.....	4,279 97	14,791 00	90 80	500 00	5.84	3.94	21 65	27 77	
Glastonbury,.....	7,611 50	811 70	151 00	.....	1,511 95	1,745 57	11,311 72	235 86	2,450 00	5.31	3.84	12 53	21 42	
Granby,.....	2,641 25	182 80	.....	.....	.....	72 00	2,897 05	73 01	.....	5.18	5.10	11 45	19 58	
Harland,.....	1,285 00	84 22	40 00	25 00	767 92	72 00	2,374 14	42 00	.....	10.74	5.90	14 20	19 68	
Manchester,.....	11,252 65	1,687 97	598 36	350 00	.....	179 00	14,008 01	179 00	12,190 80	.....	.....	18 15	23 19	
" Ninth Dist. complete,.....	18,856 81	4,656 54	1,316 78	302 31	858 41	921 49	27,142 34	.....	.....	.....	.....	18 15	23 19	
Marlborough,.....	30,139 49	6,374 51	1,915 14	852 31	858 41	1,100 49	41,240 35	179 00	12,190 80	8.09	6.51	15 17	20 87	
New Britain,.....	783 95	40 30	.....	.....	.....	.....	823 95	18 00	.....	4.47	4.47	11 77	21 12	
New-Newton,.....	6,308 21	6,232 04	1,295 25	1,197 80	57,839 77	22,306 37	151,954 44	2,783 30	305,000 00	12.97	12.63	14 73	24 62	
Pine Plains,.....	2,018 30	128 42	124 30	64 68	.....	432 33	2,768 03	36 00	.....	4.36	4.00	9 71	19 70	
Plainville,.....	4,253 00	268 26	457 66	50 00	.....	1,542 00	6,575 94	64 00	.....	6.29	5.64	14 51	22 83	
Rocky Hill,.....	1,532 00	164 61	111 09	.....	.....	30 00	1,887 70	30 00	.....	3.15	3.15	8 57	13 01	
Simsbury,.....	4,274 48	420 61	1,404 77	410 34	.....	810 85	7,410 71	1,000 00	.....	3.96	3.79	18 03	27 60	
Southington,.....	14,844 95	3,317 78	1,016 29	120 00	.....	2,404 02	21,093 38	1,600 00	.....	7.15	7.11	17 29	24 36	
South Windsor,.....	4,738 87	483 61	156 88	.....	.....	343 04	5,842 40	214 95	1,361 67	4.66	4.40	21 09	28 63	
Suffield,.....	6,156 00	625 88	1,442 84	.....	.....	4,016 63	12,541 35	250 00	.....	4.10	4.10	10 32	28 76	
West Hartford,.....	10,909 02	1,822 08	570 00	16 50	.....	5,693 60	18,191 20	1,000 00	29,000 00	4.01	4.00	20 91	35 80	
Wethersfield,.....	4,944 00	658 40	150 09	60 65	.....	314 72	6,063 86	75 00	17,000 00	3.26	2.96	14 06	22 21	
Windsor,.....	7,086 80	1,285 52	633 52	139 95	.....	1,286 27	11,779 15	114 00	14,825 00	6.04	4.48	15 45	23 14	
Windsor Locks,.....	3,174 80	948 15	1,091 39	33 00	.....	1,138 61	7,179 15	30 00	.....	2.83	2.60	8 60	32 85	
29 Towns,.....	\$506,810 11	\$89,618 68	\$57,014 14	\$10,955 76	\$135,783 68	\$155,080 62	\$696,202 99	\$10,212 27	\$2,004,997 02	6.67	4 00	\$19 57	\$31 91	

* Of taxable property appropriated for Public Schools, in mills and toots.

† Of taxable property appropriated for Public Schools by town tax, in mills and toots.

NEW HAVEN COUNTY

RECEIPTS.

TOWNS.	Grand List.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Districts Taxing.
New Haven City, .....	.....	\$51,617 50	\$1,477 96	.....	\$400,523 39	.....	.....	\$125 01	\$461,743 86	..
" Westville, .....	.....	1,185 75	25 00	.....	13,800 22	\$2,570 57	.....	102 08	17,872 62	1
" South, .....	.....	166 50	4 47	.....	321 17	943 60	.....	.....	1,415 74	1
" complete,	\$114,499,471	54,960 75	1,507 43	.....	423,743 78	3,514 17	.....	317 09	484,052 22	2
Ansonia,	8,244,633	7,292 25	.....	.....	31,780 11	.....	.....	.....	39,072 36	..
Beacon Falls,	382,603	391 50	90 22	.....	1,809 65	.....	.....	178 00	2,550 37	..
Bethany,	385,665	236 25	63 00	\$6 56	1,459 74	.....	.....	.....	1,826 05	..
Branford,	2,277,745	2,713 50	159 23	25 48	14,022 08	.....	.....	582 88	17,503 17	..
Cheshire,	960,603	679 50	20 00	.....	4,907 05	.....	.....	.....	5,612 55	..
Derby,	5,148,254	4,230 00	.....	.....	11,770 00	.....	.....	.....	16,000 00	..
East Haven,	843,219	551 25	44 25	.....	3,385 54	.....	.....	180 00	4,161 04	..
Guilford,	1,315,839	1,294 75	.....	.....	6,193 45	.....	21 07	246 71	7,855 08	..
Hamden,	2,062,457	2,211 75	.....	.....	14,387 97	.....	.....	376 66	16,976 18	..
Madison,	1,010,674	706 50	132 00	9 00	4,647 79	.....	.....	60 00	5,555 29	..
Meriden,	13,557,294	15,077 25	.....	.....	66,225 82	.....	.....	270 00	81,573 07	..
Middlebury,	421,648	326 25	104 78	.....	3,353 97	.....	.....	.....	1,785 00	..
Milford,	1,870,155	1,746 00	.....	.....	5,595 14	.....	.....	.....	7,341 14	..
Naugatuck,	7,011,087	6,484 50	.....	.....	31,144 86	19,439 39	.....	3,669 71	60,737 28	2
North Haven,	430,862	344 25	.....	.....	3,190 81	.....	50	111 94	2,198 55	..
North Branford,	832,377	855 00	197 53	37 50	3,190 81	.....	128 91	408 08	4,997 83	..
Orange, .....	.....	1,191 00	59 71	.....	4,276 33	8,799 63	.....	.....	8,333 67	..
Union Dist., .....	.....	2,751 75	.....	.....	27,905 22	8,273 26	.....	174 20	28,204 43	1
" complete,	3,608,984	3,948 75	50 71	.....	21,371 55	11,072 89	.....	174 20	36,618 10	1
Oxford,	313,104	546 75	166 66	.....	1,715 07	.....	35 00	65 83	2,520 31	..
Prospect,	162,047	276 75	98 83	.....	654 24	.....	.....	50 00	1,079 82	1
Seymour,	2,893,781	1,775 25	.....	7 75	7,948 08	.....	.....	.....	9,731 08	..
Southbury,	481,110	510 75	278 24	.....	1,743 11	.....	.....	.....	2,432 10	..
Wallingford,	3,000,462	4,621 75	.....	.....	19,858 04	22,154 34	15 00	1,977 70	48,628 83	2
Waterbury, .....	.....	3,413 25	156 90	36 20	6,139 65	11,690 44	.....	1,080 70	22,517 23	2
Center, .....	.....	26,696 25	.....	.....	.....	233,262 75	.....	547 00	260,506 00	1
" complete,	13,721,209	30,100 50	156 90	36 20	6,139 65	244,953 19	.....	1,627 79	283,023 32	9
Wolcott,	226,815	281 25	83 00	531 56	695 45	.....	.....	104 67	1,693 98	..
Woodbridge,	527,200	396 00	124 69	.....	1,040 04	.....	30 00	415 33	2,906 06	..
26 Towns,	\$187,099,028	142,479 00	3,313 47	657 05	690,114 17	301,133 98	230 48	10,934 09	1,148,862 24	17

NEW HAVEN COUNTY

EXPENSES

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TOWNS.	EXPENSES.							District indebtedness.	Per cent. etc.*	Paid for each child in average attendance.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.				
New Haven City,	\$99,795 99	\$53,016 99	\$6,093 50	\$5,187 63	\$203,166 08	\$17,227 42	\$995,387 61	\$40,000 00	....	\$16 45	\$26 11
" " Westville,	5,404 40	2,704 05	187 83	49 93	.....	7,723 18	16,157 39	6,000 00	....	30 65	43 25
" " South,	834 75	171 51	108 00	.....	.....	187 01	1,301 33	.....	....	17 58	51 03
" complete,	309,475 14	56,700 55	6,389 39	2,237 86	203,166 08	44,787 81	612,846 33	986,000 00	3.73	16 76	26 57
Ansonia,	28,065 00	1,863 50	925 70	315 30	.....	7,412 56	39,078 36	.....	3.85	12 05	18 00
Bacon Falls,	1,549 20	255 74	173 31	125 86	.....	2,559 37	3,459 37	.....	5.43	14 70	18 00
Bethany,	1,436 00	104 34	74 50	.....	.....	166 75	1,882 05	48 00	3.85	17 39	23 71
Branford,	1,905 05	1,014 74	720 07	1,008 00	.....	2,598 11	7,544 06	135 00	6.41	14 54	20 82
Chester,	4,800 00	235 23	.....	.....	.....	31 77	5,281 81	.....	4.91	18 28	23 72
Durham,	11,594 10	1,330 23	723 44	90 00	.....	14,224 75	13,900 00	.....	2.28	7 56	30 04
East Haven,	4,340 00	147 23	68 94	.....	.....	1,604 86	4,161 04	500 00	4.33	16 08	26 08
Gulford,	5,173 80	402 31	373 20	13 00	.....	11 13	6,071 28	.....	5.02	11 44	15 73
Hamden,	7,555 42	2,038 62	742 80	170 00	4,936 04	1,655 46	16,076 38	335 60	7.15	12 24	19 98
Madison,	4,721 73	532 68	86 11	118 39	.....	95 70	5,555 39	95 70	4.65	17 60	23 89
Middletown,	60,986 41	16,124 77	3,568 89	540 00	.....	330 00	81,775 07	2,800 00	4.00	12 17	21 18
Middlebury,	1,602 00	140 00	.....	.....	.....	35 00	1,777 00	35 00	3.21	12 35	22 78
Milford,	6,340 00	498 54	246 54	60 00	.....	190 08	7,214 44	.....	2.99	9 06	16 81
Naugatuck,	39,886 06	2,293 99	276 04	178 89	.....	10,470 22	46,105 20	142 00	7.73	15 90	31 31
North Branford,	2,190 55	198 03	69 96	.....	.....	277 05	4,502 59	42 00	5.23	17 32	27 89
North Haven,	3,492 31	415 05	167 90	70 00	.....	690 18	4,535 04	68 90	3.87	17 32	20 93
Orange,	4,624 73	541 35	149 80	.....	.....	461 24	5,776 12	51 50	3.83	16 85	20 74
Orange, Union Dist.,	13,841 32	4,186 87	1,038 05	151 93	4,021 33	3,246 95	27,362 25	.....	.....	18 39	24 09
" complete,	18,466 05	4,728 22	1,187 85	151 93	4,021 33	3,708 19	33,163 37	51 50	8.81	16 00	21 32
Oxford,	2,088 00	162 01	61 40	70 00	.....	144 00	2,523 41	97 75	5.77	10 30	21 31
Prospect,	864 00	55 00	.....	.....	.....	160 82	1,079 82	20 00	4.79	8 77	13 49
Seymour,	7,266 68	812 56	216 42	.....	.....	1,453 42	9,731 08	75 00	4.44	12 32	17 00
Southbury,	2,252 00	204 22	.....	.....	.....	75 85	2,532 07	75 85	3.62	11 32	18 82
Southbury,	32,357 20	6,708 31	5,913 70	872 26	.....	2,795 27	46,516 74	742 79	3.08	23 65	31 25
Wallingford,	10,497 00	2,060 77	804 41	195 00	1,068 00	3,989 12	29,174 30	11,800 00	5.09	11 32	21 16
Waterbury,	120,410 89	8,968 35	19,597 19	1,200 00	40,998 75	30,749 05	221,953 23	3,000 00	.....	15 25	28 86
" complete,	130,916 89	11,049 12	20,401 60	1,395 00	42,686 75	34,678 17	241,127 53	3,000 00	18.41	14 82	28 00
Wolcott,	1,278 00	217 93	.....	.....	.....	200 00	1,693 93	32 50	3.66	13 96	24 57
Woodbridge,	1,847 50	186 06	13 40	60 00	.....	795 50	2,902 00	.....	4.52	10 51	29 06
26 Towns.	\$683,683 09	109,110 70	42,640 83	\$7,466 98	\$255,710 20	\$15,457 57	\$1,214,069 37	\$15,022 21	5.35	\$15 13	\$25 59

*Of taxable property appropriated for Public Schools, in mills and cents.
†Of taxable property appropriated for Public Schools by town tax, in mills and cents.

NEW LONDON COUNTY

TOWNS.		RECEIPTS.							Districts Taxing.
Grand List.	School Fund, etc.	Town Deposit.	Local Funda.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	
New London,.....	\$8,284 50	\$464 40	\$74 60	\$43,769 87	.....	.....	\$1,559 82	\$54,153 19	..
Norwich Town,.....	578 25	35 83	.....	552 92	\$1,086 00	.....	72 00	4,319 00	1
" Falls,.....	564 75	35 00	.....	690 98	2,124 27	.....	818 15	4,193 15	1
" Central,.....	3,548 25	219 82	.....	3,141 81	28,068 64	.....	2,169 23	37,147 75	1
" West Chelsea,.....	2,459 25	152 33	.....	2,209 90	9,007 36	.....	1,293 95	15,122 79	1
" Greenville,.....	2,108 25	130 60	.....	2,332 66	6,067 25	.....	961 70	11,600 46	1
" other Districts,.....	3,622 50	224 42	.....	4,681 24	3,951 16	24 47	623 17	13,066 96	6
" complete,.....	12,881 25	798 00	.....	13,890 51	\$3,298 68	24 47	5,938 20	85,450 11	11
Rourah,.....	360 00	.....	.....	4,232 75	.....	.....	.....	1,601 75	..
Colchester,.....	89,153 33	196 45	.....	4,000 21	83 62	.....	348 10	5,595 96	..
East Lyme,.....	78,115 15	186 75	.....	4,765 26	.....	.....	.....	5,513 71	..
Franklin,.....	78,134	127 48	127 78	4,765 26	.....	10 00	.....	12,614 27	..
Griswold,.....	1,618,760	1,883 25	.....	8,468 82	2,135 00	.....	50 00	12,537 07	2
Groton,.....	2,771,790	416 36	.....	8,769 84	11 17	.....	425 95	12,172 32	1
Lebanon,.....	834,837	704 25	114 58	3,169 21	.....	9 58	220 00	4,550 05	..
Ledyard,.....	390,101	621 00	54 56	1,074 30	.....	42 05	15 00	2,082 39	..
Lisbon,.....	250,674	312 75	.....	1,073 72	.....	.....	.....	1,386 27	..
Lyme,.....	286,390	337 50	.....	708 42	.....	.....	102 00	1,424 85	..
Mantville,.....	1,004,860	1,302 75	.....	5,855 32	.....	90 00	.....	7,148 07	..
North Stonington,.....	455,728	549 00	58 17	2,155 73	.....	10 00	25 00	3,249 08	..
Old Lyme,.....	468,580	467 78	.....	2,274 73	.....	.....	279 00	3,075 73	..
Preston,.....	877,742	298 16	61 70	1,621 38	.....	.....	.....	2,500 99	..
Salmon,.....	180,255	213 75	.....	715 44	.....	.....	36 00	965 19	..
Sprague,.....	69,335	1,437 75	.....	1,550 78	38 86	.....	31 00	3,397 19	1
Stonington,.....	3,034,538	4,306 50	.....	14,995 07	8,784 94	.....	367 91	26,978 51	4
Voluntown,.....	219,681	402 75	.....	973 78	.....	.....	.....	1,383 47	..
Waterford,.....	996,755	.....	.....	4,444 87	.....	.....	.....	5,817 37	..
at Towns,.....	\$39,263,200	\$4,288 61	\$485 22	\$127,222 86	\$61,652 27	\$217 10	\$9,405 78	\$245,785 34	19

EXPENSES

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NEW LONDON COUNTY

TOWNS.	EXPENSES.							District Indebted- ness.	Per cent. etc.*	Paid for each child in average attend- ance.	Paid for each child enumer- ated.	Paid for each child in average attend- ance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Appa- ratus.	New Buildings.	Other Objects.	Total.					
New London.....	\$18,929 42	\$1,525 17	\$2,673 27	\$1,520 44	.....	\$8,388 31	\$5,036 61	\$52,469 34	4.59	4.43	\$14 04	\$27 60
Northwich Town.....	2,666 00	122 00	87 00	30 00	.....	.....	2,875 00	70 500 00	.....	.....	11 18	16 86
" Central.....	23,178 88	3,219 40	1,703 07	245 00	.....	4,967 30	33,333 65	70 500 00	.....	.....	21 13	31 43
" Greencliffe.....	7,790 00	1,927 67	1,86 21	386 05	.....	10,492 93	10,492 93	8,000 00	.....	.....	11 20	19 08
" West Chelsea.....	9,668 20	775 57	1,602 12	100 00	.....	2,742 65	14,883 74	19,000 00	.....	.....	13 62	20 06
" Falls District.....	2,410 00	341 26	53 93	62 50	.....	599 88	3,377 57	5,650 00	.....	.....	13 45	28 50
" other Districts.....	9,753 13	1,021 75	.....	50 00	.....	1,149 35	12,874 23	1,625 00	.....	.....	7 99	24 36
" complete.....	55,406 21	8,367 65	3,832 53	873 55	.....	9,169 18	77,849 12	109,775 00	5.24	0.98	13 59	24 78
Borrah.....	1,440 00	108 00	.....	.....	.....	44 00	1,592 00	.....	.....	.....	3 13	9 70
Colchester.....	4,583 64	864 13	.....	20 00	.....	85 00	5,552 77	25 00	.....	.....	5 06	4 57
East Lyme.....	3,492 00	409 92	393 85	.....	.....	1,517 94	5,813 71	.....	.....	.....	6 79	6 79
Franklin.....	1,230 00	70 68	194 00	20 00	.....	99 59	1,614 27	68 15	.....	.....	3 02	3 80
Griswold.....	8,600 25	1,386 46	670 81	60 00	.....	1,430 00	12,147 52	106 36	.....	.....	6 58	5 23
Groton.....	10,433 77	1,029 49	830 21	36 90	2,318 08	1,054 95	16,663 40	233 00	.....	.....	4 23	4 03
Lebanon.....	3,869 50	247 66	.....	.....	.....	439 00	4,556 25	109 00	.....	.....	4 07	3 79
Ledyard.....	2,407 67	121 27	150 00	47 80	.....	90 00	2,815 74	90 00	.....	.....	4 43	4 20
Liabon.....	9 21	33 41	.....	.....	.....	416 55	1,286 47	.....	.....	.....	4 18	4 18
Lyme.....	1,150 45	74 40	.....	.....	.....	200 00	1,424 85	47 00	.....	.....	3 26	2 88
Montville.....	5,666 85	886 36	107 11	.....	.....	647 75	7,248 07	66 00	.....	.....	5 91	5 82
North Stonington.....	2,004 41	157 77	.....	151 20	.....	151 20	3,213 38	151 20	.....	.....	4 80	4 73
Old Lyme.....	2,620 00	183 13	94 60	.....	.....	178 00	3,075 73	45 00	.....	.....	5 44	4 85
Preston.....	2,291 37	140 18	.....	.....	.....	69 44	2,500 99	69 44	.....	.....	1 84	1 84
Salem.....	708 41	21 58	.....	.....	.....	335 20	965 19	24 00	.....	.....	4 03	3 84
Sprague.....	2,525 88	238 51	851 27	66 62	.....	380 41	4,062 69	45 00	.....	.....	3 23	2 56
Stonington.....	12,117 52	1,612 12	1,011 95	444 61	378 62	4,978 19	25,548 01	459 51	.....	.....	7 96	4 94
Voluntown.....	1,489 64	.....	.....	.....	.....	46 70	1,500 31	46 70	.....	.....	4 46	4 46
Waterford.....	3,871 40	283 62	.....	509 25	.....	1,153 10	5,817 37	150 00	.....	.....	4 45	4 45
21 Towns.....	\$171,524 69	\$19,910 48	\$10,809 60	\$3,089 92	\$3,205 95	\$31,874 81	\$240,415 45	\$5,009 36	5.10	3.24	\$13 17	\$22 83

* Of taxable property appropriated for Public Schools, in mills and roots.
† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS

FAIRFIELD COUNTY

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	
Bridgeport,.....	\$61,560.175	\$39,080.25	\$105.00	.....	\$200,872.07	.....	.....	\$8,873.42	\$248,938.74
Danbury,.....	7,498.801	10,442.25	.....	\$64.00	35,151.62	\$230.72	\$174.32	2,055.31	48,718.22
Bethel,.....	1,169.573	1,608.75	154.20	10.45	8,525.20	.....	.....	177.60	10,470.26
Brookfield,.....	431.200	441.00	.....	.....	1,971.96	.....	40.00	66.67	2,509.63
Darien,.....	2,602.241	901.75	132.56	.....	6,407.46	1,419.76	5.00	773.64	9,730.17
Easton,.....	469.320	425.25	145.48	92.96	2,170.96	.....	.....	.....	2,834.65
Fairfield,.....	3,360.460	2,144.25	335.83	207.48	10,730.82	.....	.....	633.33	14,051.71
Greenwich,.....	8,758.890	5,080.50	.....	.....	21,365.90	18,785.16	1,020.00	255.84	47,416.00
Huntington,.....	4,112.611	2,997.00	175.60	49.86	13,173.61	.....	.....	.....	16,396.07
Monroe,.....	357.500	436.50	67.00	.....	1,520.88	.....	.....	.....	2,024.38
New Canaan,.....	1,939.190	1,336.50	30.00	.....	8,328.96	.....	.....	114.00	9,809.46
New Fairfield,.....	341.064	288.00	55.00	.....	1,328.38	.....	.....	.....	1,671.38
Newtown,.....	1,505.763	1,271.25	435.14	.....	6,330.35	.....	.....	.....	7,936.74
Norwalk,.....	13,840.031	10,422.00	472.52	132.00	40,583.40	23,338.63	8,000.00	584.71	83,533.36
Redding,.....	575.274	428.25	473.22	14.86	1,702.91	.....	30.00	56.68	2,405.35
Ridgefield,.....	1,879.661	1,235.25	.....	.....	5,446.12	.....	.....	46.00	6,727.37
Sherman,.....	324.862	288.00	144.00	.....	1,130.00	.....	3.00	.....	1,965.00
Stamford,.....	10,531.321	10,275.75	301.04	142.42	71,487.18	.....	.....	2,099.07	84,395.46
Stratford,.....	1,437.031	2,030.00	112.00	.....	9,721.79	.....	.....	172.00	12,035.79
Trumbull,.....	624.293	724.50	159.50	28.28	3,337.96	.....	14.00	262.00	4,525.84
Weston,.....	268.184	348.75	.....	96.04	917.96	.....	50.00	20.00	1,432.75
Westport,.....	2,319.055	1,019.25	224.36	.....	4,113.39	.....	.....	.....	6,457.00
Wilton,.....	870.014	841.50	.....	.....	2,431.25	.....	.....	41.33	3,314.08
23 Towns.	\$127,408.654	\$96,025.50	\$3,312.55	\$838.38	\$148,890.39	\$43,774.27	\$6,336.32	\$16,831.00	\$658,957.41

FAIRFIELD COUNTY

TOWNS.	EXPENSES.							District Indebtedness.	Per cent, etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.				
Bridgeport,	\$137,171 30	\$9,094 75	\$11,626 99	\$8 77	\$63,920 02	\$28,038 87	\$248,930 74	\$3,000 00	3.40	3.26	\$21 31
Danbury,	36,710 00	7,321 71	1,748 27	419 07	.....	10,160 47	56,359 52	673 00	4.78	4.40	24 55
Bethel,	7,348 20	2,715 80	266 43	153 97	.....	.....	10,484 40	128 50	7.31	7.16	24 55
Brookfield,	2,180 00	141 76	.....	20 00	.....	140 00	2,460 76	40 00	4.79	4.55	20 25
Darien,	6,189 14	712 99	365 57	10 25	3,916 50	2,136 70	13,329 15	100 00	3.30	2.45	21 24
Easton,	2,316 71	156 94	99 04	.....	.....	261 96	2,834 65	107 72	4.43	4.43	33 79
Fairfield,	8,125 65	2,736 25	1,126 31	.....	.....	2,043 90	14,031 71	153 00	3.38	3.19	14 99
Greenwich,	25,100 00	2,008 44	2,122 04	245 00	.....	9,452 41	38,027 89	400 00	4.72	2.43	14 74
Huntington,	11,900 62	846 66	5,200 76	228 76	.....	1,878 27	16,025 07	340 00	3.20	3.20	14 62
Monroe,	1,860 12	106 26	.....	.....	.....	58 00	2,024 38	58 00	4.25	4.25	19 91
New Canaan,	7,110 00	440 64	388 93	.....	.....	1,869 89	9,809 46	100 00	4.35	4.29	17 01
New Fairfield,	1,485 00	99 38	.....	.....	.....	87 00	1,671 38	87 00	3.89	3.89	26 22
Newtown,	7,158 85	344 66	.....	5 00	.....	433 23	7,941 74	425 00	3.97	3.97	23 89
Norwalk,	41,977 50	3,995 59	2,262 33	210 51	8,000 00	9,795 15	69,151 08	400 00	5.23	2.93	24 39
Redding,	2,153 98	142 74	21 50	.....	.....	114 50	2,432 72	64 50	3.10	2.96	22 18
Ridgefield,	5,835 83	626 87	.....	.....	.....	264 67	6,727 37	166 60	2.92	2.89	20 95
Sherman,	1,403 25	116 75	.....	.....	.....	46 00	1,566 00	46 00	3.48	3.47	19 21
Stamford,	63,784 24	14,198 45	.....	795 84	.....	5,616 93	84,395 46	2,725 00	6.08	6.78	30 40
Stratford,	9,867 38	716 36	307 29	15 00	.....	1,129 76	12,025 79	.....	6.88	6.76	13 31
Trumbull,	2,622 97	171 36	1,227 31	24 00	.....	1,480 00	4,525 84	60 00	5.62	5.19	25 86
Westport,	1,279 30	53 45	40 00	20 00	.....	30 00	1,422 75	30 00	3.31	3.07	18 59
Westport,	5,217 50	240 01	275 79	.....	36 15	687 53	6,457 00	126 00	1.85	1.85	14 96
Wilton,	2,999 71	177 27	.....	.....	.....	137 10	3,314 08	75 10	2.84	2.79	15 37
23 Towns.	\$394,806 34	\$47,075 31	\$23,096 56	\$2,206 17	\$74,572 67	\$74,881 89	\$616,938 94	\$9,305 42	4.15	3.60	\$23 18

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS

WINDHAM COUNTY

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.
Brooklyn,	\$1,263,092	\$1,147 50	\$225 00	.....	\$1,033 79	.....	.....	\$172 11	\$5,478 40
Ashford,	208,137	258 75	211 01	.....	840 63	.....	.....	5 00	1,320 39
Canterbury,	375,597	351 00	144 78	\$29 20	1,504 22	.....	5 00	85 00	2,129 20
Chaplin,	173,277	229 50	124 36	.....	815 28	.....	.....	88 00	1,227 14
Eastford,	185,084	231 75	158 05	.....	385 86	.....	.....	.....	780 36
Hampton,	283,850	279 00	116 40	4 77	1,298 81	.....	16 26	.....	1,725 24
Killingly,	2,080,745	3,483 00	384 86	150 00	15,912 26	.....	.....	715 46	26,845 58
Plainfield,	1,940,341	2,648 25	323 07	.....	7,733 54	.....	.....	153 16	10,857 95
Pomfret,	1,129,461	738 00	272 50	22 36	2,592 84	.....	.....	302 00	3,927 70
Punam,	3,144,204	3,282 75	233 00	13 08	12,737 42	.....	.....	.....	16,267 15
Scotland,	192,905	198 00	66 39	19 13	958 70	.....	93 00	156 00	1,491 22
Sterling,	459,827	578 25	.....	.....	2,177 47	.....	.....	.....	2,755 72
Thompson,	1,996,749	3,201 75	.....	.....	5,933 11	.....	.....	427 50	9,562 36
Windham,	4,219,464	4,826 25	348 94	56 82	27,367 96	.....	.....	100 00	32,699 97
Woodstock,	811,823	801 00	337 13	40 10	3,340 55	.....	.....	.....	4,524 78
15 Towns,	\$18,445,546	\$22,254 75	\$2,045 42	\$336 36	\$87,624 14		\$128 26	\$2,134 23	\$115,423 16

EXPENSES

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WINDHAM COUNTY

TOWNS.	EXPENSES.							District Indebted- ness.	Per cent., etc.†	Per cent., etc.†	Paid for each child in average attend- ance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Appa- ratus.	New Buildings.	Other Objects.	Total.				
Brooklyn.....	\$3,034 30	\$480 14	\$231 47	.....	.....	\$732 50	\$5,478 40	\$61 70	3.25	3.11	\$10 74
Ashford.....	1,190 34	85 03	.....	\$10 00	.....	35 00	1,320 39	35 00	4.08	4.03	11 48
Canterbury.....	1,018 80	96 20	3 80	13 84	.....	68 75	2,101 39	65 00	4.37	4.24	13 47
Charlin.....	811 50	53 66	25 08	.....	.....	367 00	1,357 24	22 07	5.21	4.70	12 32
Eastford.....	714 30	20 84	.....	.....	.....	36 00	780 16	27 00	2.50	2.44	7 57
Hampton.....	1,665 30	87 58	4 66	21 00	.....	44 00	1,723 54	44 00	4.66	4.57	13 01
Killingbury.....	1,534 60	4,856 45	1,224 51	.....	.....	.....	20,645 58	437 00	7.90	7.64	13 31
Plainfield.....	8,356 50	492 54	507 90	80 00	.....	1,300 01	10,857 95	176 75	3.56	3.58	19 27
Ponfret.....	3,138 98	237 12	.....	.....	.....	3,926 70	6,127 23	313 50	4.53	4.28	11 14
Putnam.....	10,246 84	4,003 65	1,166 67	.....	\$45,000 00	794 93	61,267 23	60 00	6.93	6.80	16 94
Scotland.....	2,609 84	59 05	.....	.....	.....	821 55	1,491 22	10 06	4.96	4.73	15 49
Sterling.....	2,467 00	602 84	36 25	148 30	.....	1,549 40	4,735 67	60 66	4.78	4.73	16 72
Thompson.....	6,428 90	604 84	634 99	.....	.....	1,824 47	9,502 30	301 26	3.18	2.96	0 71
Windham.....	21,401 75	566 31	3,521 58	250 74	.....	7,686 63	32,999 97	152 66	3.50	3.48	15 24
Woodstock.....	3,140 00	381 99	382 68	.....	.....	614 11	4,534 76	211 86	4.07	4.07	12 71
15 Towns.....	\$79,959 18	\$12,136 78	\$7,733 55	\$765 88	\$45,000 00	\$14,799 01	\$160,394 40	\$1,968 76	4.87	4.75	\$11 66
								\$50,700 00			\$24 47

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS

LITCHFIELD COUNTY

RECEIPTS.

TOWNS.	Grand List.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	Districts Taxing.
Litchfield,	\$7,797.713	\$1,660 50	\$264 24	.....	\$8,983 24	.....	.....	\$113 40	\$10,757 14	..
Berthausen,	358,277	420 75	95 06	.....	1,403 88	.....	.....	24 50	2,113 37	..
Bethlehem,	322,016	285 75	148 87	.....	909 21	.....	.....	.....	1,200 61	..
Bridgewater,	359,913	312 75	148 87	\$6 79	644 95	.....	\$1 37	.....	1,414 73	..
Canaan,	471,686	301 50	.....	.....	1,868 32	.....	.....	.....	2,109 82	..
Colebrook,	370,919	397 50	.....	.....	1,354 00	.....	34 75	.....	1,706 75	..
Cornwall,	520,073	560 25	240 12	38 82	1,420 15	\$21 00	.....	.....	1,859 34	..
Goshen,	521,859	339 75	56 00	.....	1,402 75	.....	.....	98 00	1,806 50	..
Harwinton,	375,630	666 00	240 73	.....	1,311 43	.....	.....	237 20	2,455 36	..
Kent,	464,877	566 25	.....	.....	2,948 75	131 00	45 00	36 00	3,757 50	2
Morris,	320,221	405 50	133 02	.....	1,211 84	98 91	32 18	50 00	1,856 13	2
New Hartford,	1,103,493	1,786 50	.....	.....	4,262 89	.....	.....	50 00	6,009 39	1
New Milford,	2,054,800	2,250 00	.....	254 25	8,159 06	.....	.....	.....	10,672 31	1
Norfolk,	1,090,888	769 50	168 54	.....	3,369 87	.....	.....	.....	4,307 91	1
North Canaan,	991,861	807 75	174 57	.....	3,202 41	4,184 73	.....	.....	4,184 73	1
Plymouth,	791,184	1,314 00	159 03	.....	8,510 87	.....	.....	.....	9,983 90	1
Roxbury,	450,041	531 00	173 90	.....	1,302 16	450 00	8 00	5 00	2,476 06	1
Salisbury,	1,691,175	1,891 75	.....	73 87	7,010 65	1,792 20	.....	222 75	10,959 47	2
Sharon,	1,280,447	947 00	.....	.....	5,392 33	125 00	.....	85 31	6,596 64	1
Thomaston,	1,555,001	1,552 50	.....	.....	7,594 68	.....	.....	5,712 28	14,147 18	1
Torrington,	7,094,184	6,828 75	237 64	150 00	34,630 93	.....	.....	.....	47,559 54	1
Warren,	236,808	231 75	.....	944 25	.....	.....	.....	.....	1,176 00	..
Washington,	1,061,057	884 25	249 80	.....	3,082 13	.....	.....	777 59	4,493 77	..
Watertown,	1,441,946	1,453 50	237 15	.....	6,372 84	.....	19 97	354 09	8,497 55	..
Winchester,	4,771,504	3,874 50	273 05	.....	11,525 56	16,944 71	50 00	.....	31,067 82	..
Woodbury,	951,136	832 50	262 39	19 38	4,180 87	.....	.....	.....	5,301 14	..
26 Towns.	\$38,595,786	\$31,702 50	\$3,114 70	\$540 11	\$132,802 02	\$18,862 82	\$191 27	\$7,230 74	\$194,543 16	8

EXPENSES

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LITCHFIELD COUNTY

TOWNS.	EXPENSES.							District Indebted- ness.	Per cent. etc. * etc.†	Paid for each child enumer- ated.	Paid for each attend- ance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.				
Litchfield,.....	\$7,731 00	\$320 00	\$151 87	\$92 18	.....	\$2,463 00	\$10,757 14	\$320 00	3.25	\$14 57	\$21 41
Berkhamsted,.....	1,672 70	121 37	4 50	.....	.....	105 00	2,123 37	175 00	4.39	17 50	20 03
Bethlehem,.....	1,184 30	80 25	.....	.....	.....	10 00	1,374 55	.....	2.82	10 16	15 45
Bridgewater,.....	1,207 41	83 53	62 77	.....	.....	30 00	1,444 73	30 00	2.62	10 17	15 03
Canaan,.....	1,522 50	59 34	.....	.....	.....	475 75	2,109 82	48 90	3.83	15 74	27 37
Colebrook,.....	1,581 98	110 94	.....	.....	.....	82 75	1,775 65	89 00	3.83	10 34	17 84
Cornwall,.....	1,570 11	117 01	83 22	.....	.....	89 00	1,859 34	89 00	1.93	7 40	11 40
Cothran,.....	1,440 00	123 95	37 30	.....	.....	495 25	1,896 50	48 00	2.68	18 35	21 92
Godham,.....	1,749 50	295 81	6 25	.....	.....	403 80	2,455 36	48 00	1.12	18 29	16 76
Harwinton,.....	1,492 78	277 00	30 00	.....	.....	103 00	3,757 00	95 00	6.79	3.49	21 90
Kent,.....	3,287 04	100 78	18 50	.....	.....	60 50	3,799 04	45 00	6.79	3.49	21 90
Morris,.....	1,492 78	100 78	18 50	.....	.....	60 50	3,799 04	45 00	6.79	3.49	21 90
New Hartford,.....	4,541 59	275 43	386 17	35 00	.....	801 20	6,099 39	135 00	4.37	3.83	25 46
New Milford,.....	7,515 99	1,375 07	261 77	.....	\$1,062 25	480 63	10,672 31	234 20	3.97	9 57	15 06
Norfolk,.....	3,915 25	397 60	115 88	.....	.....	85 00	4,307 91	85 00	3.08	12 59	20 61
North Canaan,.....	3,279 00	559 69	.....	.....	.....	109 30	4,184 73	38 00	4.31	11 05	15 88
Plymouth,.....	6,737 85	763 91	1,721 55	.....	.....	651 90	9,953 90	250 00	8.58	17 09	24 65
Roxbury,.....	1,830 07	127 09	450 00	13 00	.....	55 00	2,476 06	55 00	3.84	2.83	18 27
Salisbury,.....	7,839 50	1,161 46	376 94	.....	.....	579 57	9,957 47	250 00	4.77	3.70	21 43
Sharon,.....	5,482 26	599 60	716 21	.....	.....	240 40	7,043 47	240 40	4.37	4.31	26 73
Thomaston,.....	6,999 52	393 42	.....	45 00	.....	1,753 49	9,147 18	202 50	4.88	4.88	18 91
Torrington,.....	2,218 50	650 00	1,051 07	1,051 07	9,931 05	8,608 92	47,559 54	2,500 00	5.68	4.88	25 71
Warren,.....	1,080 00	60 00	.....	.....	.....	36 00	1,176 00	30 00	3.95	3.95	11 41
Washington,.....	3,049 28	249 28	260 64	.....	599 00	335 57	4,493 77	40 35	3.16	2.90	16 78
Watertown,.....	6,914 57	602 42	1,152 13	416 47	.....	402 80	9,848 39	158 75	4.65	4.41	23 14
Winchester,.....	13,246 24	869 71	760 31	141 78	.....	2,024 89	17,043 93	10,600 00	5.82	2.41	22 69
Woodbury,.....	3,846 08	753 35	371 61	.....	.....	350 00	5,301 14	50 00	4.40	4.40	21 20
26 Towns.	\$124,075 02	\$12,071 69	\$8,121 39	\$1,979 05	\$11,592 30	\$20,883 90	\$180,523 35	\$5,362 10	4.74	3.96	\$21 54

* Of taxable property appropriated for Public Schools, in mills and 100ths.

† Of taxable property appropriated for Public Schools by town tax, in mills and 100ths.

EXPENSES

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MIDDLESEX COUNTY

TOWNS.	EXPENSES.							Cost of Superintendence	District Indebtedness.	Per cent., etc.†	Per cent., etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.						
Middletown,.....	\$9,017 80	\$1,108 97	\$250 18	\$75 00	.....	\$83 98	\$11,014 13	\$441 08	\$1,170 42	.....	.....	\$8 73	\$11 03
" City,.....	18,746 48	2,891 24	\$64 49	249 45	\$689 04	8,756 68	32,447 35	2,850 00	73,680 26	.....	.....	14 88	28 37
" complete,.....	27,764 28	4,000 21	1,123 87	324 45	989 04	9,339 66	43,541 51	3,291 08	74,850 68	3.65	1.60	12 58	20 15
Haddam,.....	3,467 14	468 90	157 44	.....	.....	572 51	4,665 99	100 00	.....	4.41	3.88	10 30	18 66
Chatham,.....	4,938 05	364 48	338 75	51 30	.....	348 86	5,151 44	79 00	.....	5.27	4.75	11 05	16 51
Chester,.....	2,934 00	110 69	77 33	40 00	.....	479 26	2,741 28	41 00	.....	3.83	3.37	9 65	14 77
Clinton,.....	1,855 00	63 54	64 80	.....	.....	.....	712 34	.....	.....	.....	.....	2 73	20 07
Cromwell,.....	4,329 05	902 58	226 80	63 10	9,944 72	1,030 08	16,497 23	66 50	.....	6.68	4.49	12 41	18 30
Durham,.....	1,604 00	163 47	6 50	.....	.....	140 00	1,013 97	40 00	.....	3.35	2.66	12 11	18 58
East Haddam,.....	3,993 59	418 71	403 01	39 80	.....	460 32	5,228 31	137 04	.....	3.99	3.95	11 34	18 09
Essex,.....	5,667 63	339 71	197 66	.....	.....	554 27	6,058 61	76 00	.....	5.06	5.06	13 52	17 71
Killingworth,.....	1,828 00	125 94	136 41	.....	.....	136 11	2,226 46	55 55	.....	8.42	8.42	14 74	21 93
Middlefield,.....	1,332 00	160 80	.....	10 00	.....	.....	1,511 80	.....	.....	2.31	2.30	7 70	13 20
Old Saybrook,.....	2,950 00	132 75	90 00	125 00	.....	697 97	3,895 51	19 60	10,000 00	5.50	5.45	14 69	22 51
Portland,.....	7,783 49	1,780 51	576 10	.....	.....	516 54	10,676 64	102 00	.....	4.74	4.74	11 99	21 56
Saybrook,.....	3,116 00	234 66	86 00	.....	.....	723 45	4,238 11	60 00	10,000 00	4.87	4.87	13 12	17 80
Westbrook,.....	1,485 00	83 75	108 85	.....	.....	272 00	1,949 60	29 00	.....	3.69	3.68	10 95	18 30
15 Towns.	\$71,268 04	\$9,408 20	\$3,505 91	\$653 71	\$10,933 76	\$15,320 02	\$111,109 64	\$4,097 67	\$94,850 68	4.03	2.87	\$11 86	\$19 23

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax in mills and roots.

RECEIPTS

TOLLAND COUNTY

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.
Tolland,	\$417,198	\$564 75	\$163 40	.....	\$3,038 09	.....	.....	\$372 00	\$3,058 24
Andover,	235,774	135 00	107 44	\$8 6a	638 42	.....	.....	48 00	497 48
Bolton,	105,338	238 25	114 56	86 05	619 17	\$272 75	\$1 50	20 00	1,352 30
Columbia,	238,498	348 50	.....	19 07	1,139 83	175 00	35 00	100 00	1,858 00
Conventry,	618,748	607 50	183 77	26 11	2,032 08	.....	.....	213 83	3,753 39
Ellington,	734,004	1,003 50	354 85	.....	3,486 55	.....	.....	677 33	5,525 21
Hebron,	414,076	452 25	421 41	72 54	1,559 03	.....	.....	122 00	2,627 23
Mansfield,	515,720	770 25	273 37	.....	3,059 29	.....	.....	260 00	3,614 01
Somers,	769,530	686 25	164 34	.....	3,072 66	.....	.....	.....	3,923 27
Stafford,	1,328,274	2,191 50	300 40	38 12	12,334 96	.....	.....	100 00	14,845 04
Union,	124,970	189 00	109 80	.....	833 75	.....	47 60	25 00	1,204 85
Vernon,	6,780,412	4,207 50	120 00	.....	19,474 89	3,081 21	.....	88 59	27,062 19
Willington,	210,503	443 25	.....	.....	1,386 75	200 00	12 00	60 00	2,108 00
13 Towns.	\$12,573,995	\$12,001 50	\$2,453 10	\$254 21	\$51,108 49	\$3,727 96	\$96 10	\$1,902 75	\$71,724 01

EXPENSES

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TOLLAND COUNTY

TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent., etc.*	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.					
Tolland,.....	\$4,434 50	\$149 19	\$24 95	.....	.....	\$468 00	\$3,016 64	\$66 00	.....	5.58	\$12 01	\$20 04
Andover,.....	360 00	65 48	.....	.....	.....	72 00	497 48	12 00	.....	0.79	0.58	19 13
Bolton,.....	864 00	102 85	212 71	.....	.....	133 66	1,313 22	24 00	.....	5.51	3.74	20 68
Columbia,.....	1,278 10	82 15	175 00	.....	.....	331 00	1,856 25	46 00	.....	6.33	4.77	17 76
Coventry,.....	2,913 41	282 88	26 36	\$51 50	.....	531 00	3,795 15	144 00	\$245 00	4.59	4.25	19 02
Ellington,.....	3,222 00	208 30	52 11	.....	.....	2,042 74	5,525 21	110 00	.....	5.67	4.75	21 75
Hebron,.....	2,219 14	146 22	58 94	.....	.....	175 00	2,599 30	53 00	50 07	4.05	3.75	20 46
Mansfield,.....	2,509 50	129 33	199 73	.....	.....	1,076 35	3,914 91	61 00	.....	5.55	5.15	18 55
Somers,.....	2,915 50	119 03	93 81	.....	.....	794 03	3,923 27	54 00	.....	3.89	3.80	18 12
Stafford,.....	10,309 60	1,897 94	372 04	90 00	.....	2,174 56	14,845 04	251 05	12,000 00	9.21	9.13	28 06
Union,.....	1,087 13	57 12	.....	25 00	.....	25 60	1,194 85	24 00	.....	7.25	6.67	19 58
Vernon,.....	19,572 72	1,884 73	2,002 05	248 88	.....	2,259 19	26,228 57	286 73	7,200 00	3.33	2.87	22 98
Willington,.....	1,634 00	128 00	176 27	.....	.....	140 00	2,078 27	50 00	.....	7.87	6.58	15 62
13 Towns.	\$51,319 60	\$5,253 28	\$3,393 97	\$416 28	\$661 00	\$10,144 03	\$70,788 16	\$1,181 78	\$19,495 07	4.52	\$13 22	\$22 00

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools, by town tax in mills and roots.

SUMMARY BY COUNTIES

COUNTIES.	Grand List.	RECEIPTS.					District Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	
Hartford,	\$135,282.88†	\$94,999.50	\$5,733.16†	\$2,114.28	\$501,348.91	\$213,601.44†	29
New Haven,	187,092.38†	142,479.50	3,333.47†	657.05	600,114.17	301,133.98†	17
New London,	39,203.38†	66,513.50	4,388.61†	483.23	127,232.86	114,862.24†	17
Fairfield,	12,403.64†	66,513.50	333.55	838.35	458,819.30	9,405.78	34
Windham,	18,445.66†	21,254.75	2,694.45	336.36	43,774.27	6,895.41	11
Litchfield,	33,597.76†	31,702.50	3,114.70†	519.11	132,802.03	2,134.23	104,543.16
Middlesex,	19,085.05†	18,696.75	2,925.34	646.19	34,580.36	7,310.76	8
Tolland,	12,573.09†	12,001.54	2,453.10	254.11	51,198.49	6,137.86	2
The State,	\$562,690.162	\$458,973.00	\$28,086.35	\$5,930.70	\$2,104,120.34	\$659,248.06	94

SUMMARY BY COUNTIES

COUNTIES.	Teachers' Wages.	EXPENSES.					District Indebtedness.	Per cent.	Paid for each child enumerated.	Paid for attendance in average
		Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.				
Hartford,	\$506,800.11	\$89,658.68	\$57,014.14	\$16,255.76	\$135,783.65	\$155,906.62	\$662,202.99	10.392	27	\$31.93
New Haven,	653,653.09	109,110.70	42,640.83	7,446.95	255,710.20	115,457.57	1,214,469.37	15.022	21	15.13
New London,	171,524.69	19,910.48	10,809.60	3,089.92	3,205.95	31,574.81	240,415.45	5.009	36	25.59
Fairfield,	394,866.34	47,075.31	23,046.56	2,206.17	74,872.67	74,881.89	616,938.94	9.315	42	13.17
Windham,	79,959.18	12,136.78	7,733.55	765.88	457.00	14,799.01	166,534.40	1.998	71	23.18
Litchfield,	124,975.04	12,071.69	8,121.39	1,079.05	11,592.30	20,883.90	180,523.35	5.302	10	24.47
Middlesex,	71,388.04	9,408.20	3,505.91	653.71	10,933.76	15,330.02	111,100.64	4.097	67	11.64
Tolland,	51,319.66	5,253.28	3,303.97	416.28	201.00	10,144.03	79,788.16	1.181	78	21.54
The State,	\$2,084,366.07	\$395,525.12	\$156,315.95	\$33,533.75	\$517,359.56	\$1,363,341.85	\$3,556,442.30	61.524	3.73	22.00

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

NEW HAVEN COUNTY

TOWNS.	Population, 1900.	Enumerated October, 1901.	Registered.				In Private Schools.	In No School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
New Haven City, .....	.....	23,830	18,176	15,833	15,853	870	3,110	3,674	15,017	15,017	76.2	63.0	94.7
" Westville, .....	.....	527	474	448	403	10	.....	.....	408	339	80.9	70.8	87.7
" South, .....	.....	74	40	38	37	.....	6	.....	26	35	54.0	34.4	68.0
" complete, .....	.....	24,431	18,600	16,339	16,203	880	3,116	3,678	15,451	15,381	76.5	63.1	94.4
Ansonia,	108,027	12,681	2,599	2,377	2,377	66	154	488	2,300	2,039	80.1	66.9	88.2
Beacon Falls,	623	174	136	117	112	.....	.....	31	98	90	78.1	54.0	82.0
Bethany,	517	105	131	107	96	.....	.....	.....	82	72	115.2	73.3	75.8
Branford,	1,989	1,006	1,181	1,054	988	29	12	20	806	789	97.9	69.8	82.5
Cheshire,	1,880	1,002	307	273	271	8	.....	.....	223	211	101.6	71.8	79.7
Derby,	7,930	1,880	845	764	780	36	689	391	477	490	44.9	21.8	61.8
East Haven,	1,167	245	219	197	189	5	22	40	162	157	80.3	65.1	82.6
Guilford,	2,785	531	603	485	480	20	.....	60	396	376	113.5	72.6	80.0
Hamden,	4,626	983	928	746	763	3	70	128	580	615	94.4	61.2	81.8
Madison,	1,118	314	325	294	274	12	.....	32	237	228	103.5	74.0	79.8
Meriden,	28,695	6,701	4,165	3,942	3,741	142	1,599	870	3,560	3,495	62.1	52.6	91.8
Middlebury,	736	145	130	113	109	7	12	12	87	60	80.6	53.7	70.2
Milford,	3,783	579	579	566	506	51	26	169	452	421	74.6	56.2	81.5
Naugatuck,	10,541	2,882	1,993	1,866	1,742	57	499	460	1,283	1,462	68.7	51.0	81.6
North Haven,	814	153	125	118	117	.....	6	11	97	102	81.6	61.7	80.4
North Haven,	380	311	324	287	287	.....	1	34	252	210	87.1	60.7	78.1
Orange,	2,164	404	367	367	351	5	.....	61	292	265	75.9	52.3	77.5
" Union Dist., .....	.....	512	449	411	408	24	.....	228	967	898	102.1	76.2	88.0
" complete,	6,991	1,755	1,653	1,478	1,359	20	.....	201	1,259	1,161	94.1	69.0	85.3
Oxford,	952	243	117	108	105	3	.....	36	127	110	80.3	48.7	67.1
Prospect,	562	123	114	101	91	.....	5	9	83	77	92.6	65.0	82.0
Seymour,	3,541	789	712	685	612	22	.....	106	610	541	92.7	72.9	87.3
Southbury,	1,238	227	219	197	177	.....	18	19	140	139	96.4	59.2	71.9
Wallingford,	9,001	2,055	2,066	1,990	1,941	58	31	228	1,602	1,599	100.3	75.6	80.9
Waterbury, .....	.....	1,517	1,251	1,111	1,046	.....	126	238	817	780	82.9	53.9	75.8
" Centre, .....	.....	11,865	7,990	7,620	7,031	225	2,094	2,473	6,380	5,957	67.3	52.8	85.5
" complete,	51,139	13,182	9,241	8,731	8,077	231	2,220	2,711	7,437	6,737	60.9	52.9	84.3
Wolcott,	881	125	102	93	91	.....	17	16	67	67	81.6	55.2	75.0
Woodbridge,	852	176	148	132	125	.....	.....	32	99	101	84.0	56.8	77.8
26 Towns,	269,163	63,314	47,699	43,327	41,729	1,658	8,593	9,820	38,267	36,615	75.3	59.1	88.0

NEW LONDON COUNTY

TOWNS.	Population, 1900.	Enumerated October, 1901.	Registered.				In Private Schools.	In No School.	Average Attendance.		Per cent. who part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.	
			Different Scholars.	Winter.		Summer.			Over 16.	Winter.				Summer.
New London, North Town,	17,548	3,682	2,669	2,453	2,354	61	860	154	2,045	1,943	72.4	54.1	81.9	
" Central, .....	.....	257	220	167	198	1	.....	31	167	174	85.6	66.3	86.5	
" Falls, .....	.....	1,577	1,342	1,233	1,217	11	100	124	1,066	1,055	85.0	67.2	82.5	
" West Chelsea, .....	.....	251	171	152	135	...	62	18	122	115	68.1	47.2	84.5	
" Greenville, .....	.....	1,093	979	896	870	4	127	100	754	730	89.5	67.8	84.0	
" .....	.....	937	659	602	569	2	200	150	511	520	70.3	56.0	89.7	
" other Districts, .....	.....	1,610	789	682	670	1	394	214	525	523	49.0	32.5	77.5	
" complete,	24,617	5,785	4,160	3,752	3,659	19	883	637	3,165	3,117	72.6	54.8	84.7	
Bozrah,	799	164	152	130	118	..	4	5	109	104	92.6	64.9	85.8	
Colchester,	1,991	412	392	331	301	..	.....	51	297	245	95.1	65.7	85.7	
East Lyme,	1,856	366	273	261	235	..	.....	72	224	192	74.5	56.8	83.8	
Franklin,	546	83	88	68	74	..	.....	.....	57	62	109.6	71.6	83.8	
Griswold,	2,490	837	858	757	655	..	.....	.....	574	535	102.5	66.2	78.5	
Groton,	2,062	1,136	1,111	950	933	18	3	183	763	775	97.7	67.6	81.6	
Lebanon,	1,521	313	269	250	240	6	.....	20	202	200	95.5	64.2	81.0	
Ledyard,	1,556	276	221	239	206	6	.....	3	199	167	101.8	66.3	82.2	
Lisbon,	697	139	89	85	83	..	36	3	66	67	64.0	47.3	79.1	
Lyme,	750	150	149	130	122	..	.....	.....	101	99	99.3	66.6	79.3	
Monterville,	2,595	579	638	495	463	1	5	64	401	364	110.1	66.0	79.8	
North Stonington,	1,240	244	218	190	153	1	12	9	150	127	89.3	56.7	86.7	
Old Lyme,	1,860	232	231	214	196	..	.....	.....	190	160	99.5	75.4	85.3	
Preston,	2,867	231	235	211	167	..	.....	.....	179	137	101.7	68.3	87.5	
Salem,	468	95	82	73	70	1	3	14	55	57	86.3	53.9	78.3	
Sprague,	1,339	639	309	311	274	..	298	116	229	220	57.7	35.1	76.7	
Stonington,	8,540	1,914	1,576	1,405	1,237	45	275	164	1,175	1,111	82.3	59.7	86.5	
Volunt,	872	179	173	157	143	..	.....	35	121	108	96.6	63.9	76.3	
Waterford,	2,604	610	515	459	414	..	...	80	358	326	84.4	56.0	78.3	
31 Towns.	82,758	18,006	14,561	12,027	12,097	259	2,414	1,799	10,660	10,116	80.8	57.6	83.0	

SCHOLARS

FAIRFIELD COUNTY

TOWNS.	Population, 1900.	Enumerated October, 1901.	Registered.			In Private Schools.	In no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.				Summer.				
				Over 16.								
Bridgeport,.....	70,996	17,369	13,807	10,162	491	3,273	3,472	8,581	8,871	80.0	50.2	83.9
Danbury,.....	19,474	4,641	3,401	2,741	14	1,105	798	2,323	2,268	64.6	49.4	85.5
Bethel,.....	3,327	715	722	659	16	....	9	558	563	100.9	78.3	85.2
Brookfield,.....	1,046	190	194	184	165	4	5	131	115	94.9	62.7	70.4
Darien,.....	3,116	443	388	354	334	6	12	289	278	87.5	62.8	80.9
Easton,.....	969	189	107	160	176	7	....	7	139	130	104.2	71.1
Fairfield,.....	4,489	953	863	745	661	4	65	43	559	437	90.5	68.7
Greenwich,.....	12,172	2,662	2,437	2,101	2,038	66	374	192	1,672	1,505	93.4	59.6
Huntington,.....	5,572	1,332	1,165	1,013	964	50	68	281	850	762	82.9	60.5
Monroe,.....	1,043	194	173	154	165	....	4	37	123	115	81.9	61.3
New Canaan,.....	2,968	594	545	532	484	3	20	36	393	355	98.4	62.9
New Fairfield,.....	54	128	126	113	107	1	....	....	80	66	98.4	57.0
Newtown,.....	3,276	595	487	431	410	7	69	22	337	314	80.1	57.6
Norwalk,.....	19,032	4,632	3,812	3,294	3,197	67	616	689	2,819	2,675	82.2	59.3
Redding,.....	1,426	217	188	171	168	....	....	6	132	109	86.6	77.4
Ridgefield,.....	2,626	549	462	427	430	3	....	36	345	297	84.1	71.0
Sherman,.....	658	128	143	122	112	9	1	....	74	111.7	58.4	69.6
Stamford,.....	18,830	4,567	3,698	3,527	3,248	265	695	672	2,894	2,657	80.9	60.7
Stratford,.....	3,657	904	763	667	652	18	12	140	560	542	84.4	83.5
Trumbull,.....	1,587	322	272	241	247	....	15	37	181	169	84.4	71.7
Weston,.....	840	155	133	125	108	2	11	11	85	68	85.8	65.6
Westport,.....	4,017	853	728	640	539	....	60	119	468	395	85.3	50.5
Wilton,.....	1,598	374	347	301	273	....	8	11	213	208	92.7	72.6
23 Towns.	184,203	42,682	34,771	28,983	28,384	1,933	6,473	6,672	23,801	22,963	81.4	54.7
												81.5

SCHOLARS

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WINDHAM COUNTY

TOWNS.	Population, 1900.	Enumerated October, 1901.	Registered.		In Private Schools.	In No School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.	Winter.	Summer.			
Brooklyn.....	2,358	510	285	210	195	4	153	65	55.8	33.3	80.0
Ashford.....	757	115	135	97	94	1	14	179	101.6	74.3	74.3
Canterbury.....	876	156	176	157	144	4	1	73	69	71.7	76.0
Chaplin.....	529	102	88	72	71	2	1	110	111	71.7	82.5
Eastford.....	523	103	101	01	82	1	1	58	60	86.2	80.9
Hampton.....	620	124	120	117	07	3	1	77	63	98.0	80.9
Killingly.....	6,935	1,548	1,466	1,128	1,013	50	195	101	104.0	71.9	85.0
Plainfield.....	4,831	1,177	914	763	731	1	136	885	83.7	55.8	80.0
Pomfret.....	1,811	338	250	250	221	1	14	266	103	73.1	81.0
Punam.....	7,328	1,450	858	753	702	47	591	627	88.7	81.0	82.2
Scotland.....	1,721	388	89	73	66	...	14.0	61	601	58.8	84.3
Sterling.....	1,209	257	265	274	266	...	3	176	56	101.1	83.5
Thompson.....	6,442	1,423	689	585	557	3	501	442	101.1	67.3	83.5
Windham.....	10,137	2,145	1,422	1,220	1,170	39	886	1,006	83.4	67.3	76.5
Woodstock.....	2,095	350	296	259	234	4	22	195	988	66.2	62.9
15 Towns.	46,861	9,891	7,044	6,020	5,645	165	2,500	1,019	4,807	47.6	80.8

LITCHFIELD COUNTY

TOWNS.	Population, 1900.	Enumerated October, 1900.	Registered.			In Private Schools.	In No School.	Average Attendance.		Per cent. who part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.		Winter.	Summer.			
Litchfield,	3,214	778	623	574	556	18	95	483	436	84.4	62.2	82.7
Barthamsted,	864	187	181	144	143	...	28	103	108	96.7	56.4	73.5
Bethlehem,	576	127	120	117	101	6	1	87	86	94.4	65.7	76.6
Bridgewater,	649	139	118	107	109	1	14	90	91	84.8	65.1	83.7
Canaan,	820	134	108	87	98	2	14	66	87	86.5	57.0	82.7
Colebrook,	684	172	161	130	128	...	9	103	96	93.6	57.7	77.1
Cornwall,	1,175	249	224	193	192	1	16	104	102	89.9	65.4	84.6
Goshen,	835	151	145	134	105	1	...	96	77	96.0	57.2	72.3
Harwinton,	1,213	266	236	209	189	2	52	181	148	79.7	49.4	73.6
Kent,	1,220	265	275	243	222	10	4	170	103	103.7	64.7	73.7
Morris,	535	118	140	113	112	1	12	82	82	118.6	69.4	72.8
New Hartford,	3,424	794	383	341	302	1	272	239	223	48.2	30.1	74.4
New Milford,	4,864	1,004	946	800	853	11	33	256	622	94.2	63.5	77.1
Norfolk,	1,614	342	329	287	263	5	8	219	199	96.1	61.1	76.0
North Canaan,	1,863	359	370	333	318	19	35	276	231	103.0	73.3	80.9
Plymouth,	2,828	584	583	527	491	7	5	421	389	99.8	69.3	79.5
Roxbury,	1,087	226	211	193	191	...	23	441	430	80.4	57.4	70.5
Salisbury,	3,489	824	633	551	546	5	161	68	476	76.8	56.3	84.6
Sharon,	1,982	412	462	398	341	21	36	276	251	112.1	63.9	71.8
Thomaston,	3,100	690	647	613	541	21	64	507	460	93.7	70.0	83.7
Torrington,	12,453	3,035	1,912	1,633	1,674	108	110	1,470	1,457	62.9	48.2	88.5
Warren,	432	103	90	75	67	...	25	52	51	87.3	50.0	72.5
Washington,	1,820	393	358	298	295	...	52	250	214	91.0	59.0	78.2
Watertown,	3,100	646	642	560	538	15	8	451	400	99.3	65.8	77.5
Winchester,	7,763	1,722	1,021	922	896	3	714	753	749	50.2	43.6	82.6
Woodbury,	1,988	370	373	329	288	21	41	267	233	100.8	67.5	81.0
26 Towns.	63,672	14,090	11,291	9,905	9,539	282	1,447	8,051	7,629	80.1	55.6	80.6

MIDDLESEX COUNTY.

TOWNS.	Population, 1900.	Enumerated October, 1901.	Registered.				In Private Schools.	In no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
Middletown,.....	.....	1,265	1,286	1,193	1,143	165	50	66	1,013	989	101.6	79.1	85.7
" City,.....	.....	2,117	1,308	1,271	1,140	117	670	306	1,140	1,081	61.7	52.4	92.1
" complete,.....	17,486	3,382	2,594	2,464	2,283	282	720	372	2,153	2,070	76.7	62.4	88.9
Haddam,.....	2,015	449	343	321	289	1	74	52	256	244	76.3	55.6	81.9
Chatham,.....	2,271	466	440	395	383	2	....	40	317	307	94.4	66.9	80.2
Chester,.....	1,328	284	249	233	209	....	6	41	195	176	87.6	65.3	83.9
Clinton,.....	1,429	260	31	27	27	....	233	9	23	26	11.9	9.4	90.7
Cromwell,.....	2,031	527	486	444	426	....	41	376	340	340	92.2	67.9	82.2
Durham,.....	884	158	157	147	131	9	....	28	111	95	99.3	65.1	74.1
East Haddam,.....	2,485	461	415	376	347	....	55	301	277	277	90.0	62.6	79.9
Essex,.....	2,530	448	436	399	395	4	6	46	346	338	97.3	76.3	86.1
Killingworth,.....	151	151	149	128	129	....	21	103	103	100	99.2	67.2	78.9
Middlefield,.....	845	104	161	144	139	....	36	119	110	110	82.9	59.0	80.9
Old Saybrook,.....	1,431	272	235	229	225	12	33	39	103	168	86.3	65.2	78.1
Portland,.....	3,856	800	656	578	550	14	152	125	510	480	73.7	55.6	87.7
Saybrook,.....	1,614	323	304	283	266	23	....	42	240	236	94.1	73.6	86.7
Westbrook,.....	884	178	140	121	129	....	....	....	106	107	78.6	59.8	85.2
15 Towns.	41,760	8,443	6,796	6,289	5,928	347	1,224	947	5,349	5,068	80.4	61.6	81.2

SCHOLARS

TOLLAND COUNTY

TOWNS.	Population, 1900.	Enumerated October, 1901.	Registered.			Over 16.	In Private Schools.	In No School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.				Winter.	Summer.			
Tolland,.....	1,036	251	218	210	209	....	13	18	152	149	86.8	59.9	71.8
Andover,.....	385	60	43	35	34	1	4	15	26	20	71.6	43.3	75.3
Bolton,.....	457	105	107	93	78	....	....	....	71	56	101.9	60.4	74.2
Columbia,.....	655	146	139	125	117	....	....	....	110	99	95.2	71.5	86.3
Coventry,.....	1,632	310	289	252	248	1	5	9	202	197	93.2	64.3	79.8
Ellington,.....	1,859	446	316	299	289	....	47	56	248	260	77.5	56.9	86.3
Hebron,.....	1,016	201	197	173	148	6	2	35	135	119	98.0	61.1	79.1
Mansfield,.....	1,827	345	334	261	248	....	....	....	223	199	96.8	61.1	78.2
Somers,.....	1,593	305	310	263	254	5	....	....	215	218	101.6	70.9	83.7
Stafford,.....	4,297	974	703	638	614	24	190	81	530	527	72.1	54.2	84.4
Union,.....	84	84	76	71	70	....	....	....	62	60	93.4	72.6	86.5
Vernon,.....	8,483	1,910	1,455	1,204	1,217	91	447	175	1,156	1,104	76.1	51.1	60.5
Willington,.....	885	197	183	166	146	....	....	....	144	122	92.8	67.5	85.2
13 Towns.	24,523	5,334	4,400	3,910	3,672	128	708	484	3,274	3,136	82.4	60.0	84.5

SCHOLARS

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SUMMARY BY COUNTIES

COUNTIES.	Population, 1900.	Enumerated October, 1901.	Registered.			In Private Schools.	In No School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars	Winter.	Summer.	Over 16.		Winter.	Summer.			
Hartford.....	195,415	42,222	34,983	31,548	30,566	1,307	6,375	26,346	25,407	82.8	61.2	83.3
New Haven.....	269,163	63,324	47,699	43,327	41,729	1,658	8,503	38,267	36,615	75.3	59.1	88.0
New London.....	82,758	18,006	14,561	12,927	12,097	159	2,414	10,660	10,116	80.8	57.6	83.0
Fairfield.....	184,203	42,682	34,771	28,983	28,384	1,033	6,473	23,801	22,963	81.4	54.7	81.5
Windham.....	46,861	9,891	7,044	6,020	5,645	165	2,500	4,807	4,623	71.2	47.6	80.8
Litchfield.....	63,672	14,090	11,291	9,905	9,539	282	2,304	8,051	7,629	80.1	55.6	80.6
Middlesex.....	41,760	8,443	6,796	6,289	5,928	347	1,224	5,349	5,068	80.4	61.6	85.2
Tolland.....	24,523	5,334	4,400	3,910	3,672	128	708	3,274	3,136	82.4	60.0	84.5
The State,	908,355	203,972	161,545	142,909	137,560	5,073	30,501	120,555	115,557	79.1	57.8	84.1

TEACHERS

HARTFORD COUNTY

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose wages was £20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford.....	45	45	304	304	\$8743	76¢	....	....	....	....	333	..	671	7
Avon.....	..	..	8	8	....	28 75	....	....	....	....	8	..	12	18
Berlin.....	..	..	12	12	....	38 32	....	....	....	....	11	8	12	12
Bloomfield.....	..	..	8	8	....	34 52	....	....	....	....	7	1	4	..
Bristol.....	4	4	50	50	127 50	44 37	....	....	....	....	51	4	40	..
Burlington.....	..	..	10	10	....	26 00	....	....	....	....	10	1	3	1
Canton.....	2	2	17	17	97 00	42 82	....	....	....	....	19	1	13	4
East Granby.....	..	..	4	4	....	32 00	....	....	....	....	3	1	3	..
East Hartford.....	5	5	38	38	90 56	35 00	....	....	....	....	43	..	15	..
East Windsor.....	2	2	15	15	88 00	36 00	....	....	....	....	17	7	7	1
Enfield.....	3	3	32	32	106 67	41 00	....	....	....	....	35	..	10	..
Farmington.....	2	2	17	17	120 00	40 00	....	....	....	....	16	..	3	2
Glastonbury.....	1	1	24	24	40 00	33 62	....	....	....	....	25	4	1	..
Granby.....	1	1	11	11	....	26 76	....	....	2	2	10	1	3	..
Harland.....	1	1	24	24	20 00	20 33	5	5	....	....	7	1	2	..
Manchester.....	1	1	6	6	136 84	42 77	....	....	....	....	23	1	13	..
" " Ninth District.....	3	3	23	23	168 42	70 46	....	....	....	....	31	3	61	..
Marlborough.....	4	4	46	47	160 53	56 17	....	....	....	....	46	4	32	2
New Britain.....	..	..	4	4	....	21 98	2	2	2	2	1	1	1	..
Newington.....	9	9	107	107	107 00	47 00	....	....	....	....	116	16	74	5
Painville.....	..	..	6	6	....	36 00	....	....	....	....	6	..	3	..
Plainville.....	1	1	8	8	90 00	40 71	....	....	....	....	9	1	6	..
Rocky Hill.....	..	..	5	5	....	35 20	....	....	....	....	5	..	4	..
Simsbury.....	1	1	13	13	60 00	35 00	....	....	....	....	12	1	7	..
Southington.....	1	1	32	32	168 42	43 62	....	....	....	....	33	3	18	2
South Windsor.....	2	2	10	10	64 00	35 60	....	....	....	....	9	2	5	..
Stafford.....	2	2	17	17	40 00	36 45	....	....	....	....	15	2	10	..
Sturbridge.....	3	3	16	16	94 72	48 67	....	....	....	....	18	1	8	3
West Hartford.....	..	..	11	11	....	46 40	....	....	....	....	11	2	8	..
Wethersfield.....	1	1	5	5	88 33	35 60	....	....	....	....	22	1	16	..
Windsor.....	2	2	20	20	123 08	41 13	....	....	....	....	6	1	9	..
Windsor Locks.....	1	1	856	859	\$121 60	\$48 25	2	7	4	4	506	95	215	23
39 Towns.....	91	91	856	859	\$121 60	\$48 25	2	7	4	4	506	95	215	23

NEW HAVEN COUNTY

TEACHERS

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TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$50 or less per mo.		No. of teachers whose av. wages was from \$50 to \$55 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New Haven City,.....	33	33	422	422	\$160 00	\$59 00	..	..	..	..	441	23	338	2
" Westville,.....	1	..	12	12	.....	54 90	..	..	..	..	13	..	3	..
" South,.....	..	..	1	1	75 00	32 00	..	..	..	..	2	..	..	..
" complete,.....	34	33	435	435	158 73	58 82	..	..	..	..	456	23	341	2
Ansonia,.....	..	..	64	64	.....	46 23	..	..	..	..	62	8	29	..
Beacon Falls,.....	1	1	3	3	40 00	41 33	..	..	..	..	3	1	1	..
Bethany,.....	1	1	4	4	32 00	32 00	..	..	..	..	3	4	1	..
Brantford,.....	1	1	26	26	136 84	40 67	..	..	..	..	25	1	19	1
Cheshire,.....	1	1	13	13	86 00	33 07	..	..	..	..	14	1	2	..
Derby,.....	3	3	19	19	57 50	48 00	..	..	..	..	20	1	8	..
East Haven,.....	1	1	4	4	84 20	39 99	..	..	..	..	5	..	3	1
Guilford,.....	2	2	16	16	65 05	37 37	..	..	1	6	18	..	4	1
Hamden,.....	1	1	20	21	40 00	37 14	..	..	..	..	11	5	7	..
Madison,.....	..	..	14	14	.....	36 74	..	..	..	..	13	..	2	..
Meriden,.....	7	7	102	102	146 42	49 05	..	..	..	..	160	1	38	3
Middlebury,.....	1	1	4	4	48 00	34 49	..	..	..	..	14	5	1	..
Millford,.....	1	1	13	13	96 84	35 38	..	..	..	..	14	1	3	1
Naugatuck,.....	5	5	40	40	91 36	50 88	..	..	..	..	45	1	17	..
North Branford,.....	1	1	6	6	40 88	34 33	..	..	..	..	6	1	2	..
North Haven,.....	..	..	10	10	.....	38 53	..	..	..	..	10	..	8	..
Orange,.....	1	1	12	12	40 00	40 83	..	..	..	..	12	1	1	..
Orange, Union Dist.,.....	2	2	25	25	25 00	43 45	..	..	..	..	20	5	20	..
" complete,.....	3	3	37	37	30 00	42 60	..	..	..	6	32	6	28	..
Oxford,.....	..	..	9	9	.....	25 77	..	..	..	..	4	1	3	..
Prospect,.....	..	..	4	4	.....	26 00	..	..	2	2	8	1	1	..
Seymour,.....	1	1	14	14	120 00	40 79	..	..	..	..	15	1	5	..
Southbury,.....	1	1	9	9	26 00	25 40	..	..	..	..	9	1	1	..
Wallingford,.....	4	4	61	61	130 00	44 65	..	..	..	..	61	6	36	1
Waterbury,.....	1	1	30	30	40 00	40 00	..	..	..	..	31	..	21	..
" Centre,.....	11	11	176	176	139 17	52 50	..	..	..	..	187	..	18	1
" complete,.....	12	12	206	206	130 90	50 67	..	..	..	..	218	..	39	1
Wolcott,.....	..	..	5	5	.....	27 20	..	..	3	3	5	2	..	..
Woodbridge,.....	1	1	6	5	36 00	36 00	..	..	..	..	5	1	1	..
26 Towns.	82	81	1,144	1,144	\$124 03	\$50 41	..	..	1	17	1,186	70	601	12

NEW LONDON COUNTY

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New London.....	2	2	59	59	\$140 00	\$46 00	..	..	..	..	67	3	12	2
Norwich Town.....	1	1	4	4	80 00	38 75	..	..	..	..	5	2	3	2
" Central.....	2	2	38	38	135 00	50 00	..	..	..	..	86	2	26	..
" Greenville.....	2	2	15	16	95 00	37 00	..	..	..	..	15	1	7	..
" West Chelsea.....	2	2	23	23	130 00	34 26	..	..	..	..	25	1	8	..
" Falls District.....	..	..	4	4	..	48 75	..	..	..	..	4	..	..	..
" other Districts.....	5	5	17	17	64 00	35 52	..	..	..	..	14	2	7	4
" complete.....	12	12	101	102	92 33	41 53	..	..	..	..	101	6	51	4
Borrah.....	..	..	6	6	..	26 66	..	..	..	..	6	..	..	..
Colchester.....	..	..	14	14	..	32 10	..	..	..	..	13	..	3	2
East Lyme.....	1	1	8	8	..	36 25	..	..	..	..	9	..	7	..
Franklin.....	..	..	5	6	..	24 00	..	..	..	..	5	1	1	..
Griswold.....	3	3	23	21	57 37	37 09	..	..	..	..	25	3	10	..
Groton.....	3	3	24	24	58 57	39 33	..	..	..	..	27	1	5	..
Lebanon.....	5	3	10	12	26 07	28 86	..	..	..	..	14	3	3	..
Ledyard.....	1	1	11	11	22 00	22 17	..	..	..	..	9	2	2	1
Lisbon.....	1	1	2	2	26 00	25 50	..	..	..	..	..	1	1	..
Lyme.....	1	1	6	6	18 33	18 25	..	..	..	..	..	6	1	..
Montville.....	3	3	13	13	43 22	35 30	..	..	..	..	16	..	4	1
North Stonington.....	2	2	10	10	30 55	24 77	..	..	..	..	13	4	3	1
Old Lyme.....	1	1	8	8	72 22	30 62	..	..	..	..	9	1	1	..
Preston.....	1	1	8	9	25 67	25 29	..	..	..	..	10	..	2	..
Salem.....	..	..	5	5	..	20 00	..	..	..	..	5	1	3	..
Sprague.....	1	1	9	9	60 00	38 28	..	..	..	..	6	3	3	1
Stonington.....	3	3	45	44	31 84	40 09	..	..	..	..	39	0	14	1
Voluntown.....	1	1	6	6	50 00	26 39	..	..	..	..	7	7	2	..
Waterford.....	1	1	16	15	24 00	29 41	..	..	..	..	6	..	..	..
21 Towns.....	42	40	395	396	\$66 87	\$47 26	4	60	..	..	303	46	125	13

TEACHERS

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FAIRFIELD COUNTY

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$30 or less per mo.		No. of teachers whose av. wages was from \$30 to \$35 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Bridgeport,.....	11	11	232	232	\$125 68	\$53 00	..	..	..	..	238	6	181	1
Danbury,.....	7	7	65	65	100 28	45 67	..	..	..	..	98	2	4	2
Bethel,.....	2	2	16	16	73 30	36 81	..	..	..	..	15	3	6	2
Brookfield,.....	1	1	7	7	33 00	32 00	..	..	..	..	8	1	..	..
Darien,.....	2	1	9	10	75 00	44 12	..	..	..	..	11	2	4	..
Easton,.....	..	..	9	9	.....	28 00	..	..	..	..	8	1	3	..
Fairfield,.....	3	3	14	14	70 00	41 42	..	..	..	..	17	3	15	3
Greenwich,.....	6	6	47	47	80 16	45 00	..	..	..	..	53	2	34	3
Huntington,.....	1	1	27	28	160 00	37 00	..	..	..	..	24	2	7	..
Monroe,.....	1	1	6	6	30 00	30 00	..	..	..	..	7	1	1	..
New Canaan,.....	1	1	16	16	100 00	38 12	..	..	..	..	17	1	7	4
New Fairfield,.....	..	..	6	6	.....	37 50	..	1	..	..	6	1	..	..
Newtown,.....	4	4	18	18	43 50	30 99	..	..	..	..	10	3	4	..
Norwalk,.....	9	8	78	80	112 35	45 98	..	..	1	..	88	3	43	1
Ridgely,.....	..	..	15	15	.....	25 00	..	..	4	..	8	2	5	..
Ridgefield,.....	2	2	15	15	40 00	34 43	..	..	..	..	16	..	..	..
Shelton,.....	..	..	6	6	.....	25 90	..	..	2	..	9	3	3	1
Sharon,.....	12	12	85	85	123 12	49 72	..	..	..	..	86	7	47	..
Stratford,.....	..	..	19	19	.....	34 85	..	..	..	..	17	1	5	..
Trumbull,.....	..	..	8	8	.....	34 87	..	..	..	..	1	2	5	..
Watson,.....	1	1	4	4	21 00	23 43	..	..	1	4	5	2	..	..
Westport,.....	..	..	14	14	.....	38 03	..	..	..	..	14	1	6	..
Wilton,.....	1	1	10	10	40 00	29 90	..	..	..	..	11	..	3	..
23 Towns.	64	60	790	723	\$67 81	\$45 69	..	1	1	11	737	52	383	13

TEACHERS

WINDHAM COUNTY

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Brooklyn.....	1	1	6	7	\$12 00	42 71	..	..	..	1	11	2	05	5
Ashford.....	..	..	7	7	....	19 04	..	7	..	..	..	..	..	..
Canterbury.....	..	..	11	11	....	21 12	..	7	..	4	..	1	..	..
Chaplin.....	1	1	1	2	30 00	30 00	..	..	..	..	..	..	..	..
Eastford.....	1	2	2	2	25 48	20 92	..	..	..	2	..	..	..	..
Hampton.....	3	2	1	6	30 00	24 71	..	1	..	4	..	..	..	..
Killingly.....	1	..	..	7	70 57	40 50	..	..	..	..	33	4	02	3
Plainfield.....	5	5	29	20	77 50	38 83	..	..	..	..	6	3	06	..
Pomfret.....	2	2	21	21	43 00	36 06	..	..	..	..	22	3	06	..
Potsdam.....	4	4	17	18	35 61	40 93	..	..	..	..	22	3	06	..
Scotland.....	1	1	1	1	40 00	32 00	..	..	..	..	22	3	06	..
Sterling.....	1	1	8	8	....	28 70	..	..	..	..	22	3	06	..
Thompson.....	1	1	18	18	40 00	36 66	..	..	..	..	20	..	13	..
Windham.....	4	4	33	33	121 25	46 66	..	..	..	..	96	..	32	..
Woodstock.....	1	..	11	11	26 00	29 30	..	..	..	..	11	2	02	..
15 Towns.	26	23	182	186	\$67 55	\$37 01	..	15	2	17	202	28	05	5

LITCHFIELD COUNTY

TEACHERS

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TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$40 or less per mo.		No. of teachers whose av. wages was from \$40 to \$45 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Litchfield,	3	3	17	17	\$38 00	\$36 00	..	..	..	..	12	1	4	1
Barkhamsted,	2	2	7	7	23 00	21 50	..	..	..	..	2	3	3	..
Bethlehem,	1	1	4	4	40 00	25 50	..	..	..	..	..	3	2	..
Bridgewater,	..	..	5	5	..	27 46	..	..	..	..	..	2	..	..
Canaan,	..	..	9	7	..	28 76	..	..	..	..	..	4	1	..
Colebrook,	..	..	8	8	..	..	..	..	..	..	..	4	..	..
Cornwall,	1	..	8	9	30 00	23 21	..	..	..	..	8	1	..	..
Coheen,	1	..	6	7	33 72	22 56	..	..	..	..	9	2	..	..
Harwinton,	3	3	7	9	27 66	26 21	..	..	..	..	7	5	..	..
Kent,	2	1	11	12	..	..	..	..	..	..	21	2	..	..
Morris,	..	..	6	6	..	28 66	..	..	..	..	4	..	..	..
New Hartford,	1	1	11	11	84 24	25 00	..	..	..	..	5	2	7	..
New Milford,	2	1	11	14	83 33	31 88	..	..	..	..	22	2	5	..
Norfolk,	1	1	13	12	75 00	30 11	..	..	..	..	9	4	1	..
North Canaan,	..	..	10	10	..	36 43	..	..	..	..	10	5	3	..
Plymouth,	2	2	15	15	87 37	35 66	..	..	..	..	51	5	10	..
Roxbury,	..	..	8	8	..	25 58	..	..	..	..	7	..	..	..
Salisbury,	2	2	19	19	97 38	33 85	..	..	..	..	18	2	6	..
Saaron,	2	1	17	18	72 00	29 14	..	..	..	..	5	11	5	..
Thomas,	2	1	14	14	115 78	43 18	..	..	..	..	24	11	7	..
Torrington,	3	3	51	51	60 00	39 61	..	..	..	..	54	3	15	..
Warren,	2	2	4	6	30 00	20 00	2	6	..	..	4	3	2	..
Washington,	2	2	10	10	31 00	28 27	..	..	..	..	8	5	4	..
Watertown,	2	2	17	17	85 55	33 23	..	..	..	..	18	1	4	..
Winchester,	..	..	26	26	..	51 54	..	..	..	..	25	1	14	..
Woodbury,	..	..	12	12	..	36 58	..	..	..	..	9	..	1	..
26 Towns.	32	26	333	341	\$58 49	\$33 55	4	24	2	51	318	69	104	25

TEACHERS

MIDDLESEX COUNTY

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.	
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.					
Middletown,.....	2	2	32	32	\$40 00	\$38 01	..	..	..	..	34	7	15	..	5
" City,.....	1	1	32	32	73 68	51 94	..	..	..	..	33	3	17	..	5
" complete,.....	3	3	64	64	51 22	44 97	..	..	..	..	67	10	32	..	5
Haddam,.....	..	..	12	12	..	32 10	..	..	..	..	10	2	4	..	1
Chatham,.....	2	1	12	11	83 33	29 95	..	..	..	1	13	2	4	..	1
Chester,.....	..	..	6	6	..	37 62	..	..	..	..	4	..	..	..	..
Clinton,.....	..	..	2	2	..	30 00	..	..	..	..	2	..	..	..	..
Cromwell,.....	1	1	11	11	77 77	35 45	..	..	..	..	12	6	1	1	1
Durham,.....	..	..	6	6	..	28 66	..	..	..	..	6	1	1	..	..
East Haddam,.....	..	..	13	13	..	31 14	..	..	..	3	12	2	2	..	..
East Haddam,.....	2	2	11	11	56 00	36 00	..	..	..	..	13	1	5	..	..
Killingworth,.....	1	2	7	6	30 66	25 53	..	..	..	4	8	1	2	..	..
Killingworth,.....	..	..	4	4	..	37 00	..	..	..	..	4	..	..	..	..
Middletown,.....	..	..	5	5	122 22	42 00	..	..	..	..	5	..	..	..	..
Old Saybrook,.....	2	2	18	18	83 05	37 91	..	..	..	..	18	2	4	..	..
Portland,.....	2	2	6	6	100 00	37 33	..	..	..	..	7	..	..	..	..
Saybrook,.....	1	1	6	6	..	..	..	..	..	..	5	..	..	..	..
Westbrook,.....	1	..	5	6	30 00	27 27	..	..	..	3	7	1	..	..	..
15 Towns.	13	13	182	183	\$67 39	\$36 68	..	..	..	11	186	21	68	7	7

TEACHERS

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TOLLAND COUNTY

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Tolland,.....	2	1	8	6	\$29 33	\$29 00	..	..	..	..	101	9	..	..
Andover,.....	..	..	1	1	40 00	40 00	..	..	..	..	..	..	..	..
Bolton,.....	1	1	3	3	24 00	24 00	..	..	..	..	..	..	..	..
Columbia,.....	1	1	6	6	18 39	20 99	1	1	..	..	..	..	..	..
Covebury,.....	..	..	11	10	..	30 65	..	..	..	..	..	..	..	..
Ellington,.....	1	1	9	9	32 00	36 22	..	..	..	..	..	..	..	..
Hebron,.....	..	..	9	9	..	24 45	..	..	..	..	..	..	..	..
Mansfield,.....	..	..	13	10	..	27 52	..	..	..	..	..	..	..	..
Somers,.....	..	..	9	9	..	35 99	..	..	..	..	..	..	..	..
Stafford,.....	1	1	25	23	111 11	39 99	..	..	..	..	..	..	..	..
Union,.....	..	..	6	6	..	30 00	..	..	..	..	..	..	..	..
Vernon,.....	3	3	46	40	135 18	43 49	..	..	..	..	..	..	..	..
Willington,.....	1	..	6	7	24 00	26 15	..	..	..	..	..	..	..	..
13 Towns.	10	8	144	144	\$71 89	\$34 51	1	7	3	22	146	21	45	6

TEACHERS

SUMMARY, BY COUNTIES

COUNTIES.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$80 or less per mo.		No. of teachers whose wages was from \$80 to \$15 per month.		Continuously employed.	Regiment.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford.....	91	91	856	859	\$121 60	\$48 25	2	7	..	4	506	95	215	53
New Haven,...	82	81	1,144	1,144	124 03	50 41	..	..	1	17	1,186	70	109	12
New London,...	42	40	395	396	66 87	37 26	1	17	4	60	393	46	125	13
Fairfield, ...	64	62	720	723	97 81	45 69	..	1	1	11	737	53	181	13
Windham,.....	26	23	282	286	67 55	37 01	..	15	2	11	202	28	66	5
Litchfield,	32	26	333	341	58 49	33 55	4	24	2	57	318	60	104	25
Middlesex,	13	13	182	183	67 39	36 68	..	..	..	11	186	21	68	7
Tolland,.....	10	8	144	144	71 89	34 51	1	7	2	22	146	21	45	6
The State.	360	344	3,956	3,976	\$99 29	\$44 51	8	71	12	187	4,073	363	1,934	234

**SCHOOLS, SCHOOLHOUSES,
AND LIBRARIES**

HARTFORD COUNTY

TOWNS.	GRADED SCHOOLS.												Average length in days.	Evening Schools.
	Districts.	Number of Schools	Departments.	Number of Sittings.						Schools averaging 8 or less.				
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.					
Hartford,.....	9	27	268	11,925	1	..	..	..	16	..	193.97	3		
Avon,.....	7	7	8	271	1	..	..	..	..	..	180.00	..		
Berlin,.....	1	9	12	472	3	..	..	..	..	..	180.00	..		
Bloomfield,	7	7	8	244	1	..	..	..	..	..	180.00	..		
Bristol,	11	12	43	2,167	1	1	1	1	2	1	192.67	..		
Burlington,.....	9	9	10	278	1	..	..	..	..	1	179.30	..		
Canton,	1	8	16	697	1	..	..	..	1	..	190.00	..		
East Granby,.....	1	3	4	112	1	..	..	..	..	1	180.00	..		
East Hartford,.....	11	12	38	1,579	2	1	1	2	2	1	190.00	..		
East Windsor,	1	8	16	750	1	1	..	..	1	..	180.00	..		
Enfield,....	1	8	31	1,434	2	..	2	1	1	..	190.00	..		
Farmington,	7	5	16	717	..	..	1	..	1	..	192.31	..		
Glastonbury,.....	18	18	25	815	5	1	..	..	..	2	179.96	..		
Granby,	10	10	11	369	1	..	..	..	..	2	180.00	..		
Hartland,	7	7	7	168	..	..	..	..	..	1	180.00	..		
Manchester,.....	8	8	23	891	6	..	..	..	1	..	190.00	..		
“ Ninth District, ..	1	2	51	1,382	1	..	..	..	1	..	190.00	..		
“ complete,.....	9	10	74	2,273	7	..	..	..	2	..	190.00	..		
Marlborough,	4	4	4	170	..	..	..	..	..	2	180.00	..		
New Britain,.....	1	11	95	4,000	..	..	1	..	8	..	173.50	3		
Newington,.....	1	5	6	200	1	..	..	..	..	..	178.33	..		
Plainville,	1	1	8	453	..	..	..	..	1	..	200.00	..		
Rocky Hill,.....	1	3	5	200	..	1	..	..	..	..	180.00	..		
Simsbury,.....	1	12	14	394	2	..	..	..	..	2	180.00	..		
Southington,.....	1	12	31	1,480	2	..	1	..	2	..	186.00	..		
South Windsor,	7	12	12	397	..	..	..	..	..	..	180.00	..		
Suffield,	1	11	19	621	4	..	..	1	..	..	185.00	..		
West Hartford,	1	7	19	660	..	2	1	1	..	..	190.00	..		
Wethersfield,.....	6	7	10	445	1	1	..	..	..	..	190.00	..		
Windsor,	10	11	20	820	3	1	1	..	..	..	180.00	..		
Windsor Locks,.....	1	1	5	260	..	..	..	1	..	..	195.00	..		
29 Towns.	146	247	835	34,371	41	9	9	7	37	13	187.48	6		

HARTFORD COUNTY

TOWNS.	SCHOOLHOUSES.					LIBRARIES.				
	Number.	No. poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Hartford,	21	..	1	\$65,000 00	\$2,441,717 00	14	5,772	7	\$575 00	2
Avon,	7	..	..	.....	6,700 00	..	....	7	40 00	..
Berlin,	9	..	..	.....	13,000 00	9	1,331	1	55 00	2
Bloomfield,	7	2	..	.....	7,600 00	7	813	..	.....	1
Bristol,	13	..	..	.....	125,400 00	12	7,750	11	145 00	1
Burlington,	9	2	..	.....	4,250 00	4	100	..	.....	1
Canton,	8	..	..	.....	22,000 00	1	700	1	55 00	..
East Granby,	3	..	..	.....	900 00	2	30	1	10 00	..
East Hartford,	15	..	..	.....	61,100 00	6	200	8	100 00	1
East Windsor,	11	..	..	.....	20,000 00	3	400	1	70 00	1
Enfield,	10	..	..	.....	80,000 00	5	1,500	1	95 00	1
Farmington,	5	..	..	.....	25,500 00	3	400	7	60 00	1
Glastonbury,	18	1	..	.....	19,550 00	16	865	3	25 00	1
Granby,	10	1	..	.....	6,600 00	5	100	3	20 00	3
Hartland,	7	2	1	767 92	2,200 00	2	50	1	10 00	..
Manchester,	8	..	..	.....	33,500 00	8	4,672	8	65 00	1
“ Ninth Dist.,	2	..	..	.....	95,000 00	1	9,491	..	.....	1
“ complete, ...	10	..	..	.....	128,500 00	9	14,163	8	65 00	2
Marlborough,	4	1	..	.....	1,400 00	2	75	1	5 00	..
New Britain,	12	..	..	.....	500,000 00	2	1,800	1	225 00	1
Newington,	5	..	..	.....	5,300 00	4	610	1	20 00	1
Plainville,	1	..	..	.....	10,000 00	1	394	1	25 00	1
Rocky Hill,	3	..	..	.....	2,100 00	3	228	..	.....	1
Simsbury,	12	..	..	.....	17,200 00	12	340	..	.....	1
Southington,	12	..	..	.....	85,000 00	2	1,592	1	100 00	1
South Windsor,	11	2	..	.....	7,400 00	12	2,754	7	60 00	1
Suffield,	11	..	..	.....	33,000 00	7	768	..	.....	1
West Hartford,	6	..	..	.....	60,000 00	14	650	1	45 00	1
Wethersfield,	7	..	..	.....	37,000 00	7	1,650	1	10 00	1
Windsor,	10	1	..	.....	42,950 00	11	700	10	70 00	1
Windsor Locks,	1	..	..	.....	25,000 00	1	575	1	15 00	..
20 Towns,	258	12	2	\$65,767 92	\$3,841,367 00	176	56,310	85	\$1,000 00	28

NEW HAVEN COUNTY

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 5 or less.		
New Haven City,.....	1	48	362	16,540	2	2	10	1	25	..	200.00	5
" Westville,.....	1	1	10	475	..	..	..	..	1	..	194.00	..
" South,.....	1	1	2	84	1	..	..	..	..	..	176.00	..
" complete,.....	3	50	374	17,099	3	2	10	1	26	..	198.64	5
Ansonia,.....	1	6	62	2,600	..	..	1	5	..	..	200.00	..
Beacon Falls,.....	1	2	4	120	..	1	..	..	..	..	190.00	..
Bethany,.....	1	5	5	130	..	..	..	..	..	..	180.00	..
Branford,.....	1	10	25	1,253	1	1	2	..	1	..	190.00	..
Cheshire,.....	1	13	14	390	1	..	..	..	..	2	190.00	..
Derby,.....	1	5	20	810	..	..	1	..	1	..	188.00	..
East Haven,.....	1	2	5	206	..	..	1	..	..	..	190.00	..
Gaillford,.....	10	11	19	752	..	..	1	..	1	2	185.52	..
Hamden,.....	1	13	22	861	4	1	1	..	..	..	190.00	..
Madison,.....	1	13	13	369	..	..	..	..	..	1	180.00	..
Meriden,.....	1	18	101	5,001	2	2	2	..	8	..	200.00	1
Middlebury,.....	6	5	5	168	..	..	..	..	..	1	172.40	..
Milford,.....	1	4	13	561	..	..	..	..	1	..	190.00	..
Naugatuck,.....	6	11	47	2,099	1	..	3	..	4	..	188.50	1
North Branford,.....	7	7	7	208	..	..	..	..	..	1	180.42	..
North Haven,.....	8	7	10	349	1	1	..	..	..	..	180.00	..
Orange,.....	7	7	10	439	..	..	1	..	..	..	190.00	..
" Union Dist.	1	1	23	1,213	..	..	..	..	1	..	190.00	..
" complete,.....	8	8	33	1,652	..	..	1	..	1	..	190.00	..
Oxford,.....	1	9	9	290	..	..	..	..	..	1	180.00	..
Prospect,.....	1	4	4	108	..	..	..	..	..	..	165.00	..
Seymour,.....	1	6	15	734	..	..	..	..	1	..	195.00	..
Southbury,.....	10	10	10	266	..	..	..	..	..	2	175.90	..
Wallingford,.....	9	9	55	2,095	2	..	..	1	3	1	196.54	1
Waterbury,.....	11	13	30	1,221	3	2	2	..	1	..	192.50	..
" Center,.....	1	18	172	7,653	..	..	1	..	17	..	192.50	1
" complete,....	12	31	202	8,874	3	2	3	..	18	..	192.50	1
Wolcott,.....	1	5	5	130	..	..	..	..	..	1	180.00	..
Woodbridge,.....	1	6	6	214	..	..	..	..	..	1	180.00	..
26 Towns. .	95	270	1085	47,339	18	10	26	7	65	13	194.35	9

NEW HAVEN COUNTY

TOWNS.	SCHOOLHOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. of Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
New Haven City,.....	48	6	1	\$56,500 00	\$1,609,505 00	15	26,300	1	\$870 00	2
" Westville,...	1	..	..	.....	25,000 00	1	1,113	..	.....	..
" South,.....	1	..	..	.....	4,000 00	..	.....	..	.....	..
" complete,...	50	6	1	56,500 00	1,638,505 00	16	27,413	1	870 00	2
Ansonia,.....	6	..	..	.....	128,000 00	3	3,500	1	130 00	1
Beacon Falls,.....	2	..	..	.....	3,000 00	..	.....	..	.....	..
Bethany,.....	5	..	..	.....	4,300 00	5	347	1	25 00	..
Branford,.....	9	1	..	.....	61,500 00	1	900	1	55 00	1
Cheshire,.....	13	..	..	.....	10,500 00	4	100	..	.....	1
Derby,.....	4	1	..	.....	75,000 00	2	1,500	1	45 00	1
East Haven,.....	2	..	..	.....	12,000 00	2	300	..	.....	..
Guilford,.....	14	..	..	.....	17,500 00	10	1,200	11	120 00	1
Hamden,.....	13	1	1	4,900 00	25,600 00	13	1,764	1	70 00	..
Madison,.....	13	..	..	.....	15,000 00	13	844	1	60 00	2
Meriden,.....	19	..	..	.....	234,989 42	14	6,000	1	270 00	1
Middlebury,	4	..	..	.....	5,000 00	2	50	..	.....	1
Milford,.....	4	..	..	.....	22,600 00	1	400	1	60 00	1
Naugatuck,.....	11	2	..	.....	211,200 00	1	1,000	1	70 00	1
North Branford,.....	7	..	..	.....	3,600 00	5	113	..	.....	..
North Haven,.....	7	..	..	.....	6,800 00	7	1,437	7	35 00	1
Orange,.....	7	2	..	.....	9,800 00	1	160	..	.....	..
" Union Dist.,	1	..	..	.....	46,000 00	1	1,248	1	55 00	..
" complete,...	8	2	..	.....	55,800 00	2	1,408	1	55 00	..
Oxford,.....	11	..	..	.....	3,400 00	4	50	1	35 00	..
Prospect,.....	4	3	..	.....	1,325 00	2	70	..	.....	1
Seymour,.....	6	..	..	.....	57,000 00	3	550	..	.....	1
Southbury,.....	10	..	..	.....	5,400 00	3	.....	1	5 00	..
Wallingford,.....	13	4	1	1,150 00	135,951 00	2	612	1	10 00	1
Waterbury,.....	11	..	..	.....	45,500 00	13	650	..	.....	..
" Center,.....	18	..	2	85,864 00	661,374 00	18	2,000	1	385 00	1
" complete,...	29	..	2	85,864 00	706,874 00	31	2,650	1	385 00	1
Wolcott,.....	5	1	..	.....	2,000 00	1	15	..	.....	..
Woodbridge,.....	6	..	..	.....	4,400 00	6	1,832	1	30 00	..
26 Towns.	275	21	5	\$148,414 00	\$3,447,244 42	153	54,075	34	\$2,330 00	18

NEW LONDON COUNTY

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.		
New London,	1	6	67	2,901	1	..	..	..	5	..	189.00	1
Norwich Town,	1	1	5	250	..	..	..	1	..	..	200.00	..
" Falls District,	1	1	4	213	..	..	1	..	..	..	200.00	..
" Central,	1	6	29	1,300	..	..	..	3	2	..	195.00	..
" West Chelsea,	1	4	20	1,018	..	..	2	1	1	..	189.00	..
" Greeneville District, ...	1	2	15	650	..	..	1	..	1	..	200.00	..
" other Districts,	9	9	23	880	1	2	1	..	1	1	183.69	2
" complete,	14	23	96	4,311	1	2	5	5	5	1	192.29	2
Bozrah,	7	6	6	209	..	..	..	..	..	2	179.16	..
Colchester,	12	12	14	585	2	..	1	..	..	2	186.71	..
East Lyme,	1	4	8	482	..	2	..	..	..	..	174.93	..
Franklin,	1	6	6	100	..	..	..	..	..	..	180.00	..
Griswold,	14	11	23	954	1	..	..	..	1	2	187.04	..
Groton,	10	10	27	1,150	2	..	..	2	1	..	180.00	..
Lebanon,	16	15	15	544	..	..	..	..	..	4	180.00	..
Ledyard,	14	13	13	490	..	..	..	..	..	2	168.15	..
Lisbon,	1	3	3	118	..	..	..	..	..	..	181.66	..
Lyme,	7	7	7	240	..	..	..	..	..	1	179.85	..
Montville,	1	10	16	628	..	1	..	1	..	..	180.00	..
North Stonington, ...	15	13	13	392	..	..	..	..	..	4	180.00	..
Old Lyme,	1	6	9	265	..	..	1	..	..	1	171.61	..
Preston,	10	9	10	370	1	..	..	..	..	2	167.00	..
Salem,	7	5	5	108	..	..	..	..	..	2	179.00	..
Sprague,	5	5	10	494	2	..	1	..	..	1	173.10	..
Stonington,	15	14	42	1,777	1	1	..	..	3	2	177.14	..
Voluntown,	8	6	7	274	1	..	..	..	..	4	160.00	..
Waterford,	1	12	15	506	3	..	..	..	..	..	178.20	..
21 Towns.	161	106	412	16,898	15	6	8	8	15	30	183.09	3

NEW LONDON COUNTY

TOWNS.	SCHOOLHOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
New London,.....	6	..	..	.....	\$443,000 00	6	5,159	1	\$120 00	1
Norwich Town,...	2	..	..	.....	10,000 00	1	40	1	15 00	..
" Falls District,	1	..	..	.....	16,000 00	1	266	1	10 00	..
" Central,.....	6	..	..	.....	170,000 00	1	500	1	70 00	1
" West Chelsea,	4	..	..	.....	60,000 00	4	1,584	1	50 00	..
" Greenville,..	2	..	..	.....	20,000 00	1	1,000	1	35 00	..
" other Districts,	9	1	..	.....	29,400 00	9	2,639	1	15 00	..
" complete,	24	1	..	.....	305,400 00	17	6,039	6	195 00	1
Bozrah,.....	6	..	..	.....	4,200 00	2	68	..	.....	..
Colchester,.....	13	1	..	.....	4,500 00	11	1,668	11	80 00	1
East Lyme,.....	4	..	..	.....	8,600 00	5	200	..	.....	1
Franklin,	7	..	..	.....	3,400 00	..	.....	..	.....	..
Griswold,.....	14	2	..	.....	35,150 00	6	730	4	50 00	2
Groton,.....	12	1	1	\$2,393 08	26,900 00	8	762	1	5 00	2
Lebanon,.....	16	1	..	.....	11,500 00	..	....	3	15 00	1
Ledyard,.....	13	..	..	.....	4,000 00	5	210	3	20 00	1
Lisbon,.....	3	..	..	.....	1,300 00	..	....	..	.....	..
Lyme,	7	..	..	.....	2,500 00	2	30	..	.....	..
Montville,.....	12	..	..	.....	4,850 00	5	1,200	1	50 00	1
North Stonington,....	13	1	..	.....	9,150 00	13	626	1	5 00	..
Old Lyme,.....	6	2	..	.....	7,400 00	1	600	..	.....	1
Preston,.....	9	..	..	.....	5,600 00	3	102	2	20 00	1
Salem,.....	7	4	..	.....	1,900 00	..	....	..	.....	..
Sprague,.....	5	..	..	.....	14,000 00	3	700	2	15 00	..
Stonington,.....	16	3	..	.....	110,290 00	5	2,209	4	100 00	1
Voluntown,.....	6	1	..	.....	3,200 00	3	226	1	10 00	..
Waterford,.....	12	..	..	.....	6,250 00	4	120	1	60 00	..
21 Towns.	211	17	1	\$2,393 08	\$1,013,090 00	99	20,649	41	\$745 00	14

FAIRFIELD COUNTY

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.		
Bridgeport,	1	28	219	10,950	..	1	2	..	18	..	190.00	4
Danbury,	13	18	67	3,285	2	1	..	..	2	..	196.92	..
Bethel,	1	7	18	917	..	..	..	..	2	..	198.00	..
Brookfield,	8	8	8	250	..	..	..	..	..	1	180.00	..
Darien,	5	5	11	406	1	1	1	..	..	..	198.36	..
Easton,	1	7	9	220	2	..	..	..	..	..	190.00	..
Fairfield,	1	10	17	868	1	3	..	..	..	..	200.00	..
Greenwich,	20	20	50	2,233	3	2	..	..	2	1	200.00	..
Huntington,	1	12	26	1,090	..	..	..	..	1	..	182.88	..
Monroe,	7	7	7	262	..	..	..	..	..	..	180.00	..
New Canaan,	1	11	17	715	..	..	..	..	1	..	195.35	..
New Fairfield,	6	6	6	158	..	..	..	..	..	2	180.00	..
Newtown,	21	21	22	775	1	..	..	..	..	6	200.00	..
Norwalk,	11	11	71	3,680	4	1	1	..	6	..	200.00	1
Redding,	8	8	8	244	..	..	..	..	..	2	180.25	..
Ridgefield,	14	14	17	554	1	1	..	..	..	3	185.00	..
Sherman,	6	6	6	134	..	..	..	..	..	..	180.00	..
Stamford,	1	21	92	3,832	..	..	1	1	8	..	200.00	1
Stratford,	1	5	17	708	1	1	..	..	1	..	194.00	..
Trumbull,	1	7	8	286	1	..	..	..	..	..	190.00	..
Weston,	5	5	5	158	..	..	..	..	..	1	196.20	..
Westport,	1	10	14	572	3	..	1	..	..	..	200.00	..
Wilton,	10	10	11	332	1	..	..	..	..	2	194.18	..
23 Towns.	144	257	726	32,649	21	11	6	1	41	18	194.10	6

FAIRFIELD COUNTY

TOWNS.	SCHOOLHOUSES.					LIBRARIES.				
	Number.	Number Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Bridgeport,.....	28	5	..	.....	\$858,503 43	4	3,694	1	\$530 00	1
Danbury,.....	19	2	..	.....	216,200 00	6	1,800	2	125 00	1
Bethel,.....	7	..	..	.....	45,000 00	1	570	1	50 00	..
Brookfield,.....	8	1	..	.....	840 00	2	80	1	5 00	..
Darien,.....	5	..	..	.....	14,600 00	4	521	2	10 00	..
Easton,.....	7	..	..	.....	3,300 00	4	95	1	5 00	..
Fairfield,.....	10	..	1	\$1,700.00	24,200 00	17	800	1	10 00	3
Greenwich,.....	20	1	..	.....	278,100 00	19	3,500	8	60 00	2
Huntington,.....	12	..	..	.....	66,200 00	8	735	..	.....	1
Monroe,.....	7	..	..	.....	5,300 00	4	300	1	5 00	..
New Canaan,.....	11	1	1	\$2,200.00	15,000 00	4	400	..	.....	1
New Fairfield,.....	6	1	1	.....	1,500 00	..	....	..	.....	1
Newtown,.....	21	2	..	.....	8,900 00	15	600	1	5 00	1
Norwalk,.....	13	1	..	.....	171,000 00	11	3,890	4	130 00	2
Redding,.....	8	..	..	.....	2,850 00	2	95	1	5 00	..
Ridgefield,.....	14	..	..	.....	17,500 00	14	2,920	6	30 00	1
Sherman,.....	6	1	..	.....	1,950 00	..	....	..	.....	..
Stamford,.....	21	2	..	.....	288,000 00	1	4,184	..	.....	1
Stratford,.....	3	..	..	.....	35,000 00	1	160	..	.....	1
Trumbull,.....	7	..	..	.....	5,200 00	6	509	1	5 00	..
Weston,.....	5	..	..	.....	1,800 00	..	....	1	10 00	..
Westport,.....	10	..	..	.....	12,800 00	7	1,185	1	35 00	1
Wilton,.....	10	1	..	.....	6,400 00	9	600	..	.....	1
23 Towns.	258	18	3	\$3,900 00	\$2,080,143 43	139	23,638	33	\$1,020 00	18

WINDHAM COUNTY

TOWNS.	Districts.	Number of Schools.		Number of Sittings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
		Departments.			2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.		
Brooklyn,.....	1	6	10	358	..	2	..	..	..	..	179.40	..
Aahford,.....	10	7	7	206	..	..	..	..	..	4	154.28	..
Canterbury,.....	11	11	11	337	..	..	..	..	..	6	174.54	..
Chaplin,.....	1	3	3	126	..	..	..	..	..	..	180.00	..
Eastford,	8	4	4	122	..	..	..	..	..	..	180.00	..
Hampton,.....	7	7	7	178	..	..	..	..	..	1	180.00	..
Killingly,.....	1	11	30	1,365	2	3	1	..	1	1	190.00	..
Plainfield,	1	9	22	1,440	3	..	1	..	1	..	190.00	..
Pomfret,.....	8	8	9	344	1	..	..	..	..	..	179.00	..
Putnam,	1	6	17	876	1	1	..	..	1	..	180.00	..
Scotland,.....	1	1	2	77	1	..	..	..	..	..	180.00	..
Sterling,.....	1	6	8	252	2	..	1	..	..	1	180.00	..
Thompson,.....	1	13	20	745	5	..	1	..	..	..	180.00	3
Windham,.....	1	8	16	1,560	1	2	..	..	2	..	191.00	..
Woodstock,.....	1	12	12	581	..	..	..	..	..	1	180.00	..
15 Towns.	54	112	198	8,567	15	8	3	..	5	14	183.33	3

WINDHAM COUNTY

TOWNS.	SCHOOLHOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. of Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Brooklyn,	7	..	..	.....	\$19,500 00	2	450	1	\$35 00	1
Ashford,	10	2	..	.....	5,200 00	..	....	1	5 00	1
Canterbury,	11	1	..	.....	4,075 00	2	321	1	10 00	..
Chaplin,	3	..	..	.....	2,750 00	3	350	..	.....	1
Eastford,	4	..	..	.....	1,150 00	1	163	..	.....	..
Hampton,	7	..	..	.....	3,400 00	..	....	1	10 00	..
Killingly,	14	4	..	.....	59,400 00	11	3,000	1	120 00	..
Plainfield,	9	..	..	.....	47,150 00	8	650	..	.....	..
Pomfret,	8	..	..	.....	8,200 00	8	952	8	40 00	2
Putnam,	7	1	1	\$45,000.00	69,200 00	3	1,000	..	.....	1
Scotland,	1	..	..	.....	1,500 00	..	....	..	.....	1
Sterling,	6	..	..	.....	2,550 00	..	....	..	.....	..
Thompson,	13	1	..	.....	14,975 00	19	600	1	75 00	1
Windham,	10	..	..	.....	92,800 00	8	5,887	1	100 00	2
Woodstock,	16	1	..	.....	12,500 00	..	....	1	5 00	1
15 Towns.	126	10	1	\$45,000.00	\$344,750 00	65	13,373	16	\$400 00	17

LITCHFIELD COUNTY

TOWNS.	Districts.	No. of Schools.	Departments.	No. of Sitzings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.		
Litchfield,.....	1	16	21	700	3	..	..	..	1	..	190 00	..
Barkhamsted,.....	10	9	9	261	..	..	..	..	..	6	180 00	..
Bethlehem,.....	5	5	5	176	..	..	..	..	..	..	160 40	..
Bridgewater,.....	5	5	5	152	1	..	..	..	..	..	180 00	..
Canaan,.....	1	6	7	171	1	..	..	..	..	4	167 14	..
Colebrook,.....	9	8	8	200	..	..	..	..	..	3	180 62	..
Cornwall,.....	1	9	9	500	..	..	..	..	..	..	161 22	..
Goshen,.....	1	7	7	172	..	..	..	..	..	1	180 00	..
Harwinton,.....	1	8	9	272	1	..	..	..	..	2	170 55	..
Kent,.....	13	12	13	425	1	..	..	..	..	1	191 53	..
Morris,.....	6	6	6	156	..	..	..	..	..	1	180 00	..
New Hartford,.....	1	9	12	435	..	..	1	..	..	..	185 00	..
New Milford,.....	1	18	24	1,132	..	..	..	..	1	1	168 33	..
Norfolk,.....	11	11	14	416	1	..	1	..	..	3	163 64	..
North Canaan,.....	1	5	10	416	1	..	..	1	..	..	180 00	..
Plymouth,.....	1	9	16	642	..	..	1	1	..	1	186 25	..
Roxbury,.....	7	7	8	216	1	..	..	..	..	2	180 12	..
Salisbury,.....	13	11	21	750	4	..	2	..	..	..	185 00	..
Sharon,.....	17	17	19	492	..	..	1	..	..	6	180 00	..
Thomaston,.....	1	4	13	800	1	..	..	..	1	..	190 00	..
Torrington,.....	1	11	45	1,620	..	1	..	..	4	..	200 00	..
Warren,.....	7	6	6	182	..	..	..	..	..	3	180 00	..
Washington,.....	1	11	13	394	2	..	..	..	..	..	169 69	..
Watertown,.....	9	9	18	630	..	1	..	..	1	1	180 00	..
Winchester,.....	8	6	23	980	..	..	..	..	2	..	191 34	..
Woodbury,.....	1	8	12	415	..	..	1	..	..	..	175 83	..
26 Towns.	133	233	353	12,705	17	2	7	2	10	35	182 24	..

LITCHFIELD COUNTY

TOWNS.	SCHOOLHOUSES.				LIBRARIES.				
	Number.	Number Poor. Built during year.	Cost of New.	Estimated value of sites and build- ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Litchfield,.....	15	..	..	\$30,798 00	3	1,500	1	\$10 00	3
Barkhamsted,.....	10	2	..	4,000 00	3	150	..	..	..
Bethlehem,.....	7	3	..	2,200 00	1	58	..	..	1
Bridgewater,.....	4	1	..	1,400 00	3	158	..	..	..
Canaan,.....	6	..	..	2,050 00	4	200	..	..	1
Colebrook,.....	8	2	..	6,800 00	2	200	..	..	..
Cornwall,.....	12	7	..	4,370 00	2	40	..	..	1
Goshen,.....	7	..	..	2,300 00	1	50	..	..	1
Harwinton,.....	12	1	..	5,800 00	..	..	..	..	..
Kent,.....	13	2	..	5,100 00	6	366	3	15 00	..
Morris,.....	6	..	..	2,175 00	2	100	1	5 00	1
New Hartford,.....	9	1	..	13,600 00	1	125	..	..	..
New Milford,.....	18	..	..	23,350 00	3	553	..	..	2
Norfolk,.....	11	1	..	12,200 00	1	782	2	10 00	1
North Canaan,.....	5	1	..	7,500 00	2	100	..	..	1
Plymouth,.....	9	..	..	17,365 00	9	3,014	1	55 00	2
Roxbury,.....	7	4	..	1,400 00	4	197	1	5 00	1
Salisbury,.....	12	..	..	18,550 00	11	1,450	13	75 00	1
Sharon,.....	17	6	..	8,000 00	10	474	1	5 00	2
Thomaston,.....	4	..	..	23,000 00	1	250	1	35 00	1
Torrington,.....	11	..	..	175,000 00	4	4,500	1	90 00	1
Warren,.....	6	1	..	3,300 00	5	450	..	..	..
Washington,.....	12	1	..	4,700 00	7	441	..	..	1
Watertown,.....	9	..	..	22,900 00	4	1,050	1	20 00	1
Winchester,.....	9	..	..	73,850 00	2	110	2	50 00	1
Woodbury,.....	7	..	..	10,400 00	3	252	..	..	1
26 Towns.	246	33	..	\$482,108 00	94	16,570	28	\$375 00	24

MIDDLESEX COUNTY

TOWNS.	Districts.	No. of Schools.	Departments.	No. of Sitings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.		
Middletown,.....	18	17	34	1,130	1	1	1	..	2	..	197 52	..
" City,	1	5	37	1,450	1	..	..	..	3	..	182 00	..
" complete,.....	19	22	71	2,580	2	1	1	..	5	..	189 43	..
Haddam,.....	9	9	12	392	..	..	1	..	..	..	180 00	..
Chatham,	10	10	13	481	..	..	1	..	..	..	178 69	..
Chester,.....	1	4	6	250	2	..	..	..	..	..	180 00	..
Clinton,.....	1	2	2	42	..	..	..	..	..	1	181 00	..
Cromwell,.....	1	3	12	472	2	..	..	..	1	..	180 00	..
Durham,	5	5	6	209	1	..	..	..	..	..	185 00	..
East Haddam,.....	1	12	13	638	1	..	..	..	..	..	180 00	..
Essex,.....	1	7	12	500	2	..	..	..	..	..	190 00	..
Killingworth,.....	1	8	8	174	..	..	..	..	..	1	173 12	..
Middlefield,.....	1	3	4	104	1	..	..	..	..	..	180 00	..
Old Saybrook,.....	1	1	5	225	..	..	..	1	..	..	185 00	..
Portland,.....	1	6	16	804	1	1	..	..	1	..	179 00	..
Saybrook,.....	1	3	6	305	..	..	..	1	..	..	190 00	..
Westbrook,.....	1	6	6	180	..	..	..	..	1	1	180 00	..
15 Towns.	54	101	192	7,446	12	2	3	2	7	3	184 26	..

MIDDLESEX COUNTY

TOWNS.	SCHOOLHOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Middletown,	17	..	..	.....	\$24,650 00	6	365	7	\$50 00	..
“ City,	4	..	..	.....	140,000 00	2	600	1	70 00	1
“ complete,....	21	..	..	.....	164,650 00	8	965	8	120 00	1
Haddam,	9	..	..	.....	10,650 00	2	100	1	10 00	1
Chatham,	11	..	..	.....	10,250 00	3	400	2	15 00	1
Chester,	4	..	..	.....	6,000 00	3	300	1	20 00	1
Clinton,	3	..	..	.....	1,700 00	2	126	..	.....	1
Cromwell,	3	..	1	\$18,000 00	20,700 00	3	750	1	30 00	1
Durham,	5	..	..	.....	3,200 00	3	282	..	.....	1
East Haddam,	12	..	..	.....	6,350 00	9	190	1	15 00	1
Essex,	5	..	..	.....	14,500 00	5	151	1	10 00	3
Killingworth,	8	1	..	.....	2,600 00	..	....	..	.....	..
Middlefield,	4	..	..	.....	4,950 00	4	400	1	10 00	1
Old Saybrook,	1	..	..	.....	13,000 00	1	400	1	25 00	1
Portland,	7	1	..	.....	36,500 00	6	2,077	..	.....	1
Saybrook,	2	..	..	.....	10,000 00	1	600	..	.....	1
Westbrook,	6	..	..	.....	2,000 00	..	....	1	45 00	1
15 Towns.	101	2	1	\$18,000 00	\$307,050 00	50	6,741	18	\$300 00	16

TOLLAND COUNTY

TOWNS.	Districts.	Number of Schools.	Departments.	No. of Sitzings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.		
Tolland,.....	1	9	10	252	1	..	..	..	..	1	179 50	..
Andover,.....	1	1	1	40	..	..	..	..	..	..	180 00	..
Bolton,.....	5	4	4	132	..	..	..	..	..	..	180 00	..
Columbia,.....	8	7	7	196	..	..	..	..	..	..	179 28	..
Coventry,.....	10	9	11	406	..	1	..	..	..	2	170 90	..
Ellington,.....	1	8	10	363	2	..	..	..	..	..	180 00	..
Hebron,.....	10	10	10	252	..	..	..	..	..	4	172 00	..
Mansfield,.....	1	11	11	386	..	..	..	..	..	..	163 63	..
Somers,.....	1	7	9	293	..	1	..	..	..	..	180 55	..
Stafford,.....	1	10	23	940	1	1	1	..	1	3	171 00	..
Union,.....	6	6	6	148	..	..	..	..	..	1	180 00	..
Vernon,.....	9	10	40	1,629	3	..	..	..	2	..	182 00	..
Willington,.....	9	7	7	275	..	..	..	..	..	..	180 42	..
13 Towns.	63	99	149	5,312	7	3	1	..	3	11	180 07	..

TOLLAND COUNTY

TOWNS.	SCHOOLHOUSES.					LIBRARIES.				
	Number.	Number Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. of Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Tolland,.....	9	1	..	.....	\$2,750 00	5	500	..	.....	1
Andover,.....	1	..	..	.....	500 00	..	....	..	.....	1
Bolton,.....	4	..	..	.....	1,900 00	1	60	..	.....	..
Columbia,.....	8	3	..	.....	3,100 00	1	..	..	.....	1
Coventry,.....	10	..	..	.....	9,550 00	10	1,072	5	30 00	2
Ellington,.....	9	..	..	.....	19,300 00	8	378	1	20 00	1
Hebron,.....	10	2	..	.....	4,500 00	5	47	1	5 00	1
Mansfield,.....	11	..	..	.....	9,100 00	14	684	1	55 00	..
Somers,.....	10	..	..	.....	3,335 00	1	....	1	25 00	1
Stafford,.....	15	4	..	.....	39,885 00	5	1,754	1	100 00	1
Union,.....	6	2	..	.....	1,650 00	6	200	3	15 00	1
Vernon,.....	11	..	..	.....	123,000 00	2	1,600	3	65 00	2
Willington,.....	7	..	..	.....	6,750 00	1	40	..	.....	..
13 Towns.	111	12	..	....	\$225,320 00	57	6,435	16	315 00	12

SUMMARY BY COUNTIES

COUNTIES.	Districts.	No. of Schools.	Departments.	No. of Sitzings.	GRADED SCHOOLS.						Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.		
Hartford,.....	146	247	835	34,371	41	9	9	7	37	13	187.48	6
New Haven,.....	95	270	1,085	47,339	18	10	26	7	65	13	194.35	9
New London,.....	161	106	412	16,898	15	6	8	8	15	30	183.09	3
Fairfield,.....	144	257	786	32,649	21	11	6	1	41	18	194.10	6
Windham,.....	54	112	198	8,567	15	8	3	..	5	14	183.33	3
Litchfield,.....	133	233	353	12,705	17	2	7	2	10	35	182.24	..
Middlesex,.....	54	101	192	7,446	12	2	3	2	7	3	184.26	..
Tolland,.....	63	99	149	5,312	7	3	1	..	3	11	180.07	..
The State,	850	1,515	3,950	165,287	146	51	63	27	183	137	188.89	27

SUMMARY BY COUNTIES

COUNTIES.	SCHOOLHOUSES.				LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. of Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.
Hartford,.....	258	12	2	\$65,767 92	\$3,841,367 00	176	56,310	85	\$1,900 00
New Haven,.....	275	21	5	148,414 00	3,447,244 42	153	54,075	34	2,330 00
New London,.....	211	17	1	2,393 08	1,013,090 00	90	20,649	41	745 00
Fairfield,.....	258	18	3	3,900 00	2,080,143 43	139	23,638	33	1,020 00
Windham,.....	126	10	1	45,000 00	344,750 00	65	13,373	16	400 00
Litchfield,.....	246	33	..	.....	482,108 00	94	16,570	28	375 00
Middlesex,.....	101	2	1	18,000 00	307,050 00	50	6,741	18	300 00
Tolland,.....	111	12	..	.....	225,320 00	57	6,435	16	315 00
The State,	1,586	125	13	283,475 00	\$11,741,072 85	833	107,791	271	\$7,385 00

HARTFORD COUNTY.

[illegible]

ENUMERATION BY DISTRICTS

HARTFORD COUNTY—continued

MARLBOROUGH.		
Districts.	Enum.	1901.
Middle,.....	30	
Northwest,.....	19	
North,.....	9	
South,.....	12	
Total, 4 Districts, ..	70	

NEW BRITAIN.		
Consolidated,.....	6,389	
Total, 1 District, ..	6,389	

NEWINGTON.		
Consolidated,.....	285	
Total, 1 District, ..	285	

PLAINVILLE.		
Consolidated,.....	453	
Total, 1 District, ..	453	

ROCKY HILL.		
Consolidated,.....	220	
Total, 1 District, ..	220	

NEW HAVEN.		
City District,.....	23,830	
Westville,.....	527	
South,.....	74	
Total, 3 Districts, ..	24,431	

ANSONIA.		
Consolidated,.....	3,241	
Total, 1 District, ..	3,241	

BEACON FALLS.		
Consolidated,.....	174	
Total, 1 District, ..	174	

BETHANY.		
Consolidated,.....	105	
Total, 1 District, ..	105	

BRANFORD.		
Consolidated,.....	1,206	
Total, 1 District, ..	1,206	

SIMSBURY.		
Districts.	Enum.	1901.
Consolidated,.....	410	
Total, 1 District, ..	410	

SOUTHINGTON.		
Consolidated,.....	1,272	
Total, 1 District, ...	1,272	

SOUTH WINDSOR.		
Union,.....	125	
Fifth,.....	45	
Sixth,.....	13	
Seventh,.....	18	
Eighth,.....	28	
Ninth,.....	18	
Tenth,.....	18	
Joint,.....	12	
Total, 7 Districts, ..	277	

SUFFIELD.		
Consolidated,.....	649	
Total 1, District,....	649	

NEW HAVEN COUNTY.

CHESHIRE.		
Consolidated,.....	302	
Total, 1 District, ..	302	

DERRY.		
Consolidated,.....	1,880	
Total, 1 District, ..	1,880	

EAST HAVEN.		
Consolidated,.....	245	
Total, 1 District, ..	245	

GUILFORD.		
1, Union,.....	340	
2, Leete's Island,....	49	
3, Clapboard Hill, ..	20	
5, Nut Plains,.....	9	
6, Moose Hill,.....	17	
7, Sachem's Head,....	11	
8, N. G., North,	9	
9, N. G., Center, ...	33	
10, N. G., South,....	17	
11, N. G., Bluff,	15	
Joint with Madison, ..	11	
Total, 10 Districts, ..	531	

WEST HARTFORD.		
Districts.	Enum.	1901.
Consolidated,.....	676	
Total, 1 District, ..	676	

WETHERSFIELD.		
First or Broad St.,....	82	
Second or North Brick, ..	107	
Third or High St.,....	78	
Fourth or West Hill, ..	72	
Fifth or South Hill, ..	52	
Sixth or Griswoldville, ..	40	
Total, 6 Districts, ..	431	

WINDSOR.		
1,.....	72	
2,.....	32	
3,.....	233	
4,.....	51	
5,.....	44	
6,.....	47	
7,.....	32	
8,.....	31	
9,.....	121	
10,.....	73	
Total, 10 Districts, ..	736	

WINDSOR LOCKS.		
Consolidated,.....	834	
Total, 1 District, ..	834	

HAMDEN.		
Consolidated,.....	983	
Total, 1 District,	983	

MADISON.		
Consolidated,.....	314	
Total, 1 District,	314	

MERIDEN.		
Consolidated,.....	6,701	
Total, 1 District,	6,701	

MIDDLEBURY.		
Center,.....	20	
Breakneck,.....	32	
Kissewaug,.....	26	
Hopswamp,.....	43	
Tylertown,.....	8	
Sandy Hill,.....	16	
Total, 6 Districts, ..	145	

MILFORD.		
Consolidated,.....	776	
Total, 1 District, ..	776	

ENUMERATION BY DISTRICTS

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NEW HAVEN COUNTY—continued

NAUGATUCK.			ORANGE.			WALLINGFORD.		
Districts.	Enum.	1901.	Districts.	Enum.	1901.	Districts.	Enum.	1901.
1, Union Center,.....	2,036		Union,.....	1,223		1, Cook Hill,.....	20	
2, Union City,.....	647		Northern,.....	302		2, Parker's Farms,...	39	
3, Millville,.....	56		Western,.....	57		3, Yalesville,.....	214	
4, Middle,.....	83		Tyler City,.....	36		4, North Farms,.....	46	
5, Pond Hill,.....	33		First,.....	40		5, 6, Central,.....	1,637	
6, Straitsville,.....	27		Second,.....	60		7, Pond Hill,.....	33	
			Third,.....	22		8, East Farms,.....	30	
			Fourth,.....	15		9, N. E. Farms,.....	29	
Total, 6 Districts,.....	2,882					10, Tyler's Mills,.....	7	
			Total, 8 Districts,.....	1,755		Total, 9 Districts,.....	2,055	
NORTH BRANFORD.			OXFORD.			WATERBURY.		
First,.....	20		Consolidated,.....	243		Center,.....	11,865	
Second,.....	39		Total, 1 District,...	243		Hopeville,.....	333	
Third,.....	16		PROSPECT.			Waterville,.....	354	
Fourth,.....	14		Consolidated,.....	123		Town Plot,.....	249	
Fifth,.....	12		Total, 1 District,...	123		Saw Mill Plains,.....	127	
Sixth,.....	28		SEYMOUR.			Bunker Hill,.....	140	
Seventh,.....	24		Consolidated,.....	789		Oronoke,.....	31	
Total, 7 Districts,.....	153		Total, 1 District,...	789		Buck's Hill,.....	40	
NORTH HAVEN.			SOUTHBURY.			South Brooklyn,.....	104	
1,.....	21		1, White Oak,.....	17		East Mountain,.....	45	
2,.....	24		2, Bullet Hill,.....	39		East Farms,.....	29	
3,.....	85		3, Southford,.....	38		Park Road,.....	65	
4,.....	101		4, Kettletown,.....	17		Total, 12 Districts,.....	13,382	
5,.....	9		5, South Britain,.....	28		WOLCOTT.		
6,.....	15		6, Pierce Hollow,....	19		Consolidated,.....	125	
7,.....	40		7, Purchase,.....	37		Total, 1 District,...	125	
8,.....	85		8, Wapping,.....	13		WOODBIDGE.		
Total, 8 Districts,.....	380		9, Footatuck,.....	9		Consolidated,.....	176	
			10,.....	10		Total, 1 District,...	176	
			Total, 10 Districts,.....	227				
NEW LONDON COUNTY.								
NEW LONDON.			COLCHESTER.			Johnson,.....		
Consolidated,.....	3,682		First,.....	177		Brewster,.....	8	
Total, 1 District,...	3,682		Second,.....	38		Jewett City,.....	536	
NORWICH.			Third,.....	27		Tyler,.....	10	
Central,.....	1,577		Fourth,.....	13		White,.....	9	
Town Street,.....	257		Fifth,.....	47		Stone Hill,.....	8	
West Chelsea,.....	1,093		Sixth,.....	7		Boardman,.....	25	
Falls,.....	251		Seventh,.....	25		Glasgo,.....	73	
Greeneville,.....	937		Center,.....	14		Bethel,.....	16	
Waquonock,.....	926		Northeast,.....	32		Burton,.....	7	
West Town Street,...	125		Northwest,.....	7		Rixtown,.....	16	
Mill, or Yantic,.....	68		Southeast,.....	6		Joint District,.....	19	
East Great Plain,.....	61		Southwest,.....	19		Total, 14 Districts,.....	837	
Scotland Road,.....	18		Total, 12 Districts,.....	412		GROTON.		
Plain Hill,.....	5		EAST LYME.			1,.....	302	
Wawecus Hill,.....	16		Consolidated,.....	366		2,.....	63	
Bridge,.....	212		Total, 1 District,...	366		3,.....	23	
Long Society,.....	179		FRANKLIN.			4,.....	32	
Total, 14 Districts,.....	5,725		Consolidated,.....	83		5,.....	225	
BOZRAH.			Total, 1 District,...	83		6,.....	55	
First,.....	19		GRISWOLD.			7,.....	74	
Second,.....	10		Pachaug,.....	14		8,.....	48	
Third,.....	33		Woodward,.....	43		10,.....	119	
Fourth,.....	7		Hopeville,.....	22		11,.....	195	
Fifth,.....	3					Ston'ton No. 6 (J. D.)	31	
Sixth,.....	70					Total, 10 Districts,.....	1,167	
Seventh,.....	22							
Total, 7 Districts,.....	164							

ENUMERATION BY DISTRICTS

NEW LONDON COUNTY—continued

LEBANON.		Districts. Enum. 1901.		SALEM.	
Districts.	Enum. 1901.			Districts.	Enum. 1901.
1,.....	43	3, Joshua-town,.....	19	1,.....	15
2,.....	13	4, North Grassy Hill,.....	11	Central,.....	24
3,.....	13	5, South Grassy Hill,.....	15	4,.....	8
4,.....	20	6, Sterling City,.....	38	5,.....	18
5,.....	42	7, Hadlyme,.....	18	6,.....	5
6,.....	55	Total, 7 Districts,.....	150	7,.....	13
7,.....	16			8,.....	12
8,.....	8			Total, 7 Districts,.....	95
9,.....	10				
10,.....	23	MONTVILLE.		SPRAGUE.	
11,.....	3	Consolidated,.....	579	1, Baltic,.....	364
12,.....	21	Total, 1 District,.....	579	2, Potopogee,.....	7
13,.....	16			3, Hanover,.....	55
14,.....	13	NORTH STONINGTON		4, Branch,.....	44
15,.....	7	1,.....	10	5, Versailles,.....	169
16,.....	10	2,.....	52	Total, 5 Districts,.....	639
Total, 16 Districts,.....	313	3,.....	21		
		4,.....	33	STONINGTON.	
		5,.....	17	1, Road,.....	12
		6,.....	16	2, Quiambog,.....	28
		7,.....	15	3, Mystic,.....	204
		8,.....	9	4, Mason's Island,.....	17
		9,.....	2	6, Old Mystic,.....	89
		10,.....	7	7, Wheeler,.....	11
		11,.....	16	9, Borough,.....	646
		12,.....	12	10, Wequetequock,.....	30
		13,.....	22	11, Pawcatuck,.....	64
		14,.....	7	12, Randall,.....	19
		15,.....	3	13, Tangwank,.....	14
		Joint District,.....	3	15, Williams,.....	8
		Total, 15 Districts,.....	244	16, Liberty Street,.....	300
				18, Palmer Street,.....	430
		OLD LYME.		19, Harbor,.....	11
		Consolidated,.....	232	Total, 15 Districts,.....	1,883
		Total, 1 District,.....	232		
				VOLUNTOWN.	
		PRESTON.		3,.....	11
		Third,.....	21	4,.....	116
		Fourth,.....	75	5,.....	7
		Fifth,.....	18	6,.....	3
		Sixth,.....	27	7,.....	7
		Seventh,.....	21	8,.....	10
		Eighth,.....	7	9,.....	8
		Ninth,.....	5	10,.....	17
		Tenth,.....	20	Total, 8 Districts,.....	179
		Eleventh,.....	20		
		Twelfth,.....	5	WATERFORD.	
		Total, 10 Districts,.....	231	Consolidated,.....	610
				Total, 1 District,.....	610
LISBON.					
Consolidated,.....	139				
Total, 1 District,.....	139				
LYME.					
1, Bill Hill,.....	23				
2, North Lyme,.....	26				

FAIRFIELD COUNTY.

BRIDGEPORT.		BROOKFIELD.		DARIEN.	
Consolidated,.....	17,369	1,.....	34	1, Noroton,.....	149
Total, 1 District,...	17,369	2,.....	28	2, Center,.....	172
		3,.....	34	3, Ox Ridge,.....	40
BETHEL.		4,.....	27	4, Holmes,.....	66
Consolidated,.....	715	5,.....	21	5,.....	16
Total, 1 District,...	715	6,.....	33	Total, 5 Districts,.....	443
		7,.....	14		

ENUMERATION BY DISTRICTS

311

FAIRFIELD COUNTY — continued

Districts.	Enum. 1901.	Districts.	Enum. 1901.	Districts.	Enum. 1901.
DANBURY.		NEW FAIRFIELD.		SHERMAN.	
Center,.....	3,295	East Center,.....	32	8, Whipstick,.....	24
South Center,.....	768	West Center,.....	10	9, Flat Rock,.....	26
Deer Hill,.....	147	Pondville,.....	8	10, Branchville,.....	52
Beaver Brook,.....	102	Centerville,.....	25	11, Florida,.....	33
Miry Brook,.....	63	Great Meadow,.....	37	12, Farmingville,.....	22
Miry Brook,.....	61	Wood Creek,.....	16	13, N. Ridgebury,.....	8
Middle River,.....	35			14, S. Ridgebury,.....	14
Mill Plain,.....	41	Total, 6 Districts,.....	128	Total, 14 Districts,.....	549
King Street,.....	31				
Westville,.....	26	NEWTOWN.		SHERMAN.	
Pembroke,.....	32	Flat Swamp,.....	21	1,.....	29
Long Ridge,.....	22	Gray's Plain,.....	18	2,.....	32
Starr's Plain,.....	18	Gregory's Orchard,...	19	3,.....	30
Total, 13 Districts,.....	4,541	Half Way River,....	9	4,.....	18
		Hanover,.....	13	5,.....	11
EASTON.		Head of the Meadow,...	8	6,.....	8
Consolidated,.....	189	Hopewell,.....	11	Total, 6 Districts,.....	128
Total, 1 District,.....	189	Huntingtown,.....	25		
		Lake George,.....	9	STAMFORD.	
FAIRFIELD.		Land's End,.....	27	Consolidated,.....	4,567
Consolidated,.....	953	Middle,.....	65	Total, 1 District,.....	4,567
Total, 1 District,.....	953	Middle Gate,.....	14		
		North Center,.....	54	STRATFORD.	
GREENWICH.		Palestine,.....	26	Consolidated,.....	904
1, Meeting House,...	924	Pohatuck,.....	26	Total, 1 District,.....	904
2, Cos Cob,.....	160	Sandy Hook,.....	71		
3, Sound Beach,.....	158	South Center,.....	38	TRUMBULL.	
4, Mianus,.....	73	Taunton,.....	42	Consolidated,.....	322
5, North Mianus,.....	113	Toddy Hill,.....	16	Total, 1 District,.....	322
6, North Cos Cob,...	22	Walnut-tree Hill,....	32		
7, S. Stanwich,.....	41	Zoar,.....	21	WESTON.	
8, N. Stanwich,.....	15	Total, 21 Districts,.....	565	Middle,.....	36
9, Bankville,.....	22			Good Hill,.....	39
10, Round Hill,.....	54	NORWALK.		Upper Parish,.....	37
11, Quaker Ridge,....	23	1, South Norwalk,...	1,702	Lyons Plains,.....	27
12, North Street,....	54	2, Over River,.....	723	Forge,.....	16
13, Clapboard Ridge,...	27	3, Center,.....	562	Total, 5 Districts,.....	155
14, Peck's Land,.....	14	4, East Norwalk,....	678		
15, Riversville,.....	43	5, Northwest,.....	168	WESTPORT.	
16, Glenville,.....	142	6, Broad River,.....	101	Consolidated,.....	853
17, King Street,.....	30	7, South 5-Mile River,...	194	Total, 1 District,.....	853
18, Byram,.....	300	8, Middle 5-Mile River,...	210		
19, New Lebanon,.....	411	9, North Center,.....	228	WILTON.	
20, Pemberwick,.....	36	10, West Norwalk,....	86	1,.....	28
Total, 20 Districts,.....	2,662	11, Northeast,.....	80	2,.....	26
		Total, 11 Districts,.....	4,632	3,.....	34
HUNTINGTON.				4,.....	22
Consolidated,.....	1,332	REDDING.		5,.....	19
Total, 1 District,.....	1,332	1, Center,.....	52	6,.....	66
		2, Redding Ridge,...	24	7,.....	36
MONROE.		3, Couch Hill,.....	13	8,.....	14
Center,.....	39	4, Diamond Hill,....	18	9,.....	11
Eastern,.....	28	5, Boston,.....	52	10,.....	118
Walker's Farms,.....	19	7, Umpawaug,.....	33	Total, 10 Districts,.....	374
Cutler's Farms,.....	40	8, Lonetown,.....	17		
Stepney,.....	28	9, Foundry,.....	8		
Elm Street,.....	24	Total, 8 Districts,.....	217		
Birdsey's Plains,....	26			RIDGEFIELD.	
Total, 7 Districts,.....	*194	1, Scotland,.....	36	1,.....	28
		2, Bennett's Farm,...	13	2,.....	26
NEW CANAAN.		3, Limestone,.....	16	3,.....	34
Consolidated,.....	504	4, No. Ridgefield,....	73	4,.....	22
Total, 1 District,.....	504	5, West Mountain,...	25	5,.....	19
		6, Center,.....	142	6,.....	66
		7, West Lane,.....	65	7,.....	36

* 10 Trumbull children were enumerated by Monroe school visitors. This number has been deducted.

WINDHAM COUNTY.

<i>Districts.</i>	<i>Enum. 1901.</i>	<i>Districts.</i>	<i>Enum. 1901.</i>	<i>Districts.</i>	<i>Enum. 1901.</i>
ASHFORD.		EASTFORD.		PUTNAM.	
1,	11	1,	30	4, Ragged Hill,	10
2,	10	2,	15	5, Pomfret Landing, ...	27
3,	16	3,	11	6, Pomfret Center, ...	95
4,	11	4,	3	7, Pomfret Street, ...	56
5,	11	5,	10	8, Chandler,	35
6,	1	6,	20	Fractional Districts, ..	19
7,	12	7,	4	Total, 8 Districts, ...	328
8,	12	8,	10		
9,	4	Total, 8 Districts, ...	103	SCOTLAND.	
10,	27			Consolidated,	1,459
Total, 10 Districts, ...	115	HAMPTON.		Total, 1 District, ...	1,459
BROOKLYN.		Center,	23	STERLING.	
Consolidated,	510	Union,	19	Consolidated,	88
Total, 1 District, ...	510	Apaug,	20	Total, 1 District, ...	88
CANTERBURY.		No. Bigelow,	15		
1, Packerville,	12	So. Bigelow,	18	THOMPSON.	
2, Baldwin,	7	South,	17	Consolidated,	1,423
3, Willoughby,	12	Goshen,	12	Total, 1 District, ...	1,423
4, Green,	15	Total, 7 Districts, ...	124		
5, Hyde,	7	KILLINGLY.		WINDHAM.	
6, North Society, ...	13	Consolidated,	1,548	Consolidated,	2,145
7, Frost,	21	Total, 1 District, ...	1,548	Total, 1 District, ...	2,145
8, Peck,	21	PLAINFIELD.		WOODSTOCK.	
9, Smith,	13	Consolidated,	1,177	Consolidated,	356
10, Westminster, ...	21	Total, 1 District, ...	1,177	Total, 1 District, ...	356
11, Raymond,	14	POMFRET.			
Total, 11 Districts, ...	156	1, Abington,	43		
CHAPLIN.		2, Elliotts,	22		
Consolidated,	102	3, Jericho,	21		
Total, 1 District, ...	102				

LITCHFIELD COUNTY.

LITCHFIELD.		BRIDGEWATER.		CORNWALL.	
Consolidated,	738	1, Center,	40	Consolidated,	249
Total, 1 District, ...	738	2, Treat,	32	Total, 1 District, ...	249
BARKHAMSTED.		3, Mallet,	24		
1, Center,	13	4, River,	31	GOSHEN.	
2, Center Hill,	10	5, Southville,	3	Consolidated,	151
3, Washington Hill, ..	19	Total, 5 Districts, ...	139	Total, 1 District, ...	151
4, Northeast,	4			HARWINTON.	
5, Southeast,	8	CANAAN.		Consolidated,	296
6, South Hollow, ...	17	Consolidated,	134	Total, 1 District, ...	296
7, North Hollow, ...	11	Total, 1 District, ...	134		
8, Riverton,	50	COLEBROOK.		KENT.	
9, Valley,	38	River,	30	1, Flanders,	28
10, Mallory,	17	Forge,	31	2, Plains,	65
Total, 10 Districts, ...	187	Rock,	15	3, North Kent,	19
BETHLEHEM.		West and Southwest, ...	24	4, Macedonia,	29
1, Center,	52	North,	9	5, Bull's Bridge,	24
3, North Carmel Hill, ..	12	Center,	15	6, South Kent,	22
4, Hayes,	18	Beach Hill,	11	7, Geer Mountain, ...	9
5, South Carmel Hill, ..	20	South,	37	8, Rock,	12
6, Kasson,	25	Total, 9 Districts, ...	172	9, East Kent,	18
Total, 5 Districts, ...	127			10, Fuller Mountain, ...	*
				12, Kent Hollow, ...	11
				13, Ore Hill,	17
				14, Skiff Mountain, ...	11
				Total, 13 Districts, ...	265

* Included in No. 4, Macedonia.

LITCHFIELD COUNTY — continued

MORRIS.		Districts. Enum. 1901.		WARREN.	
Districts.	Enum. 1901.			Districts.	Enum. 1901.
1,	32	7, North,	20	North Street,	10
2,	30	8, Weller,	92	Northeast,	18
3,	21	Total, 7 Districts,	236	Center,	22
4,	14	SALISBURY.		College Farms,	15
5,	8	1, Ticknor,	24	Pond,	27
6,	13	2, Lakeville,	228	West,	8
Total, 6 Districts,	118	3, Town Hill,	22	South River,	3
NEW HARTFORD.		4, Lime Rock,	04	Total, 7 Districts,	103
Consolidated,	794	5, Wetaug,	9		
Total, 1 District,	794	6, Whittlesey,	15		
NEW MILFORD.		7, Center,	144	WASHINGTON.	
Consolidated,	1,004	8, Ore Hill,	111	Consolidated,	393
Total, 1 District,	1,004	9, Harrison,	25	Total, 1 District,	393
NORFOLK.		10, Chapinville,	45		
Center,	140	11, Amesville,	16	WATERTOWN.	
West Norfolk,	90	12, Asylum,	16	Center,	388
North Middle,	7	13, Mt. Riga,	14	Guernseytown,	21
East Middle,	16	Total, 13 Districts,	824	French Mountain,	16
North End,	12	SHARON.		Linkfield,	9
North Norfolk,	9	1, Hartwell,	16	Nova Scotia,	29
Ponds,	6	2, Consolidated,	118	Polk,	29
South Middle,	9	3, Calkins,	23	East Side,	3
South End,	16	4, Amenia Union,	36	South,	104
Crissey,	18	5, Gay Street,	17	Poverty Street,	17
South Norfolk,	19	6, Sharon Mountain,	21	Joint District,	2
Total, 11 Districts,	342	7, White's Hollow,	12	Total, 9 Districts,	646
NORTH CANAAN.		8, Pine Swamp,	16		
Consolidated,	359	9, Sharon Valley,	52	WINCHESTER.	
Total, 1 District,	359	10, Handlin,	13	1, Winsted,	537
PLYMOUTH.		11, Mudgetown,	19	2, Wallen's Hill,	25
Consolidated,	584	12, Killsworth, Lower,	5	4, West Winsted,	1,040
Total, 1 District,	584	13, Killsworth, Upper,	6	5, Sucker Brook,	121
ROXBURY.		14, Ellsworth East St.,	9	6, Danbury Quarter,	13
1, Center,	41	15, Perry,	16	7, Winchester,	27
2, Painter Hill,	10	16, Hall,	7	8, Southeast,	12
3, Burritt,	15	17, West Woods,	12	9, Southwest,	24
4, Good Hill,	14	Fractional,	14	Fractional,	3
5, Warner's Mill,	35	Total, 17 Districts,	412	Total, 8 Districts,	1,722
		THOMASTON.		WOODBURY.	
		Consolidated,	690	Consolidated,	370
		Total, 1 District,	690	Total, 1 District,	370
		TORRINGTON.			
		Consolidated,	3,035		
		Total, 1 District,	3,035		

MIDDLESEX COUNTY.

MIDDLETOWN.		Maromas,		14, Haddam Neck, ...	
City,	2,117	Haddam Road,	7	Total, 9 Districts,	449
Westfield, 1st,	51	Bow Lane,	13		
Westfield, 2d,	20	Industrial,	98	CHATHAM.	
Westfield, 3d,	14	Total, 10 Districts,	3,382	Center, East Hampton,	156
Westfield, 4th,	25	HADDAM.		N. Center,	51
Newfield,	52	1, Haddam Center,	98	Clark's Hill,	42
North Saddle Hill,	34	2, Higganum,	170	North,	12
South Saddle Hill,	65	3, Ponsett,	35	East,	24
West Long Hill,	54	4, Shailerville,	14	Southeast,	29
East Long Hill,	52	5, Candlewood Hill,	34	N. W., Middle Haddam,	51
Durant,	176	7, Tylerville,	20	Center,	38
Farm Hill,	158	9, Brainard Hill,	29	Gate,	30
Miller's Farms,	335	12, Burr,	11	Chestnut Hill,	28
Johnson Lane,	18			Pine Brook,	5
Hubbard,	40			Total, 10 Districts,	466

ENUMERATION BY DISTRICTS

MIDDLESEX COUNTY—continued

CHESTER.		EAST HADDAM.		OLD SAYBROOK.	
<i>Districts.</i>	<i>Ennum. 1901.</i>	<i>Districts.</i>	<i>Ennum. 1901.</i>	<i>Districts.</i>	<i>Ennum. 1901.</i>
Consolidated,	284	Consolidated,	461	Consolidated,	272
Total, 1 District,...	284	Total, 1 District,...	461	Total, 1 District,...	272
CLINTON.		ESSEX.		PORTLAND.	
Consolidated,	266	Consolidated,	448	Consolidated,	890
Total, 1 District,...	266	Total, 1 District,...	448	Total, 1 District,...	890
CROMWELL.		KILLINGWORTH.		SAYBROOK.	
Consolidated,	527	Consolidated,	151	Consolidated,	323
Total, 1 District,...	527	Total, 1 District,...	151	Total, 1 District,...	323
DURHAM.		MIDDLEFIELD.		WESTBROOK.	
Coginchaug,	71	Consolidated,	194	Consolidated,	178
Center,	21	Total, 1 District,...	194	Total, 1 District,...	178
South,	24				
Southwest,	23				
Middle West,	19				
Total, 5 Districts,...	158				

TOLLAND COUNTY.

TOLLAND.		7,	28	STAFFORD.	
Consolidated,	251	8,	24	Consolidated,	974
Total, 1 District, ..	251	9,	15	Total, 1 District, ...	974
		10,	11		
ANDOVER.		Total, 10 Districts, ..	310	UNION.	
Consolidated,	60	ELLINGTON.		1,	12
Total, 1 District, ..	60	Consolidated,	446	2,	16
BOLTON.		Total, 1 District, ...	445	3,	11
Center,	15	HEBRON.		4,	21
North,	27	First,	49	5,	11
South,	31	Second,	14	6,	13
Southwest,	19	Third,	13		
Northwest,	13	Fourth,	29		
Total, 5 Districts, ..	105	Fifth,	22		
COLUMBIA.		Sixth,	23		
Chestnut Hill,	10	Eighth,	18		
North,	7	Ninth,	17		
Hop River,	19	Tenth,	14		
Pine Street,	17	Eleventh,	12		
West,	25	Total, 10 Districts, ..	201		
Hop River Village, ...	20	MANSFIELD.			
Southwest,	12	Consolidated,	345		
Center,	27	Total, 1 District, ...	345		
Total, 8 Districts, ..	146	SOMERS.			
COVENTRY.		Consolidated,	305		
1,	99	Total, 1 District, ...	305		
2,	34	WILLINGTON.			
3,	29	1, Center,	23		
4,	17	2, Daleville,	20		
5,	21	3, Hollow,	19		
6,	42	4, Moose Meadow, ...	4		
		5, Potter,	2		
		6, Roaring Brook, ...	23		
		7, Village Hill,	39		
		8, Glass Factory, ...	20		
		9, South Willington, ..	48		
		Total, 9 Districts, ..	197		

AMOUNTS PAID BY STATE FOR LIBRARIES AND
APPARATUS.

Report of Year	Amount
1857	\$760.00
1858	2,240.00
1859	2,100.00
1860	1,160.00
1861	730.00
1862	435.00
1863	490.00
1864	530.00
1865	405.00
1866	590.00
1867	515.00
1868	865.00
1869	1,730.00
1870	1,960.00
1871	2,385.00
1872	2,345.74
1873	2,955.00
1874	3,340.00
1875	2,450.00
1876	2,900.00
1877	2,270.00
1878	2,975.00
1879	3,190.00
1880	3,040.00
1881	3,005.00
1882	4,255.00
1883	3,470.00
1884	3,090.00
1885	3,025.00
1886	3,300.00
1887	3,525.00
1888	5,000.00
1889	3,835.00
1890	5,890.00
1891	4,405.00
1892	4,885.00
1893	4,960.00
1894	6,505.00
1895	6,185.00
1896	5,820.00
1897	7,090.00
1898	6,830.00
1899	6,305.00
1900	7,650.00
1901	6,760.00
1902	8,025.00
1903	7,385.00
	\$163,560.74

STATE TEACHERS' EXAMINATIONS

PROGRAM FOR ELEMENTARY CERTIFICATE

First Day

A. M. — 9.00 to 9.30	.	.	SPELLING
9.30 to 10.30	.	.	LITERATURE
10.30 to 12.30	.	.	ARITHMETIC
P. M. — 1.30 to 2.30	.	.	WRITING
2.30 to 3.30	.	.	READING
3.30 to 6.00	.	.	GEOGRAPHY AND ELEMENT- ARY SCIENCE

Second Day

A. M. — 9.00 to 11.30	.	.	HISTORY AND CIVIL GOVERN- MENT
11.30 to 12.30	.	.	DRAWING (optional).
P. M. — 1.30 to 3.30	.	.	GRAMMAR
3.30 to 5.00	.	.	PHYSIOLOGY
5.00 to 6.00	.	.	SINGING (optional).

The examinations will be held at the office of the State Board of Education, Room 42, Capitol Building, *only on the last Friday and Saturday of each month*. Special examinations will be arranged for any town at the request of the school officials.

The law now provides that a State Certificate shall be accepted in place of the examination by local officers. Many towns require a State Certificate.

Questions heretofore used and a document [Scheme of State Examinations] containing information in regard to the certificate will be sent upon request.

GENERAL DIRECTIONS AND INFORMATION

- 1 Write the date and place of examination and your *number* on the outside of the envelope. Fill out the Information Blank and put it in the envelope.
- 2 Write the date and place of examination and *your number* and name of study at the top of each page of your work.
- 3 Write only on one side of the paper.
- 4 Number the answers to correspond with the questions.
- 5 Leave a margin at the left.
- 6 In Arithmetic write the operation as well as the answer. Answers alone will not be accepted.
- 7 The printed questions must be attached to papers containing answers.

8 The result of the examination will probably be communicated to you within one month.

9 Do not fold the papers.

10 Examinations will not be held at any other hours than those mentioned on the program.

ARITHMETIC

I

1 Chicago is $87^{\circ} 35'$ west of Greenwich. What is the difference in time between the two places?

Is it earlier or later than noon at Chicago when it is noon at Greenwich?

What is the time at Chicago when it is 1 P. M. at Greenwich?

2 Four men agree to build a road in 18 days. They worked 6 hours a day for 10 days and found they had built $\frac{1}{4}$ of the road. How many more men did they have to engage to get the road built at the time agreed upon if they all worked thereafter for 10 hours each day?

3 What will it cost to dig and wall a cellar of a house 41 ft. long, 33 ft. wide, and 8 ft. deep, the wall to be $1\frac{1}{4}$ ft. thick? The digging costs 50 cents per cu. yd. The laying of the wall costs \$15.00 per 100 cu. ft.

4 $\frac{1}{4}$ of A's age equals $\frac{1}{5}$ of B's. B is 10 years older than A. Give ages of each.

5 (a) Write in decimal form $10\frac{3}{100}$ $10\frac{1}{10}$ $\frac{1}{100}$.

(b) How do you most easily multiply a decimal by 10?

(c) Divide 16 by 4; by 400; by .004.

(d) Multiply 41 by .0006.

(e) What part of $\frac{3}{8}$ is $\frac{1}{4}$?

6 A man pays \$375.00 a year for rent of a house worth \$6,000.00. Will he gain or lose and how much in 3 years if he borrows money at 5% to purchase the house? Taxes and insurance on house amount to \$45.00 per year.

7 A class contains 19 boys. In an examination 6 boys got 56% each. One got 90% and the rest got 39% each, except one boy who got no marks at all. What was the average per cent. of the boys in the class?

8 Define *number*, *unit*, *figure*, *factor*.

9 How would you secure accuracy in ciphering?

II

1 Add .321; 4.005; thirty-two and sixty-two thousandths; five and one hundred twenty-one thousandths; .005; .0006. Multiply the sum by .006 and divide the product by .06.

2 Find the cost of 2,684 feet of lumber at \$12.35 per thousand.

3 (a) Divide $35\frac{1}{2}$ by $4\frac{1}{2}$. (b) Multiply $16\frac{1}{2}$ by $25\frac{1}{2}$.

4 Find the interest on \$750 at 6% from April 1, 1900, to January 25, 1902.

5 A room is 24 by 18 by 9 feet. What will it cost to plaster the walls and ceiling at 75 cents a square yard, allowing 10 square yards for doors and windows?

6 What will carpet for this room cost at \$1.25 a yard? The carpet is 27 inches wide.

7 What is the length of the longest straight line that can be drawn between two points in the room?

- 8 How many rods of fence will enclose 10 acres in form of a square?
- 9 The number of deaths in a certain city in 1879 was 1,950, which was equal to $3\frac{1}{4}\%$ of the population. What was the population?

III

- 1 What is the difference between mental arithmetic and written arithmetic? What advantages are gained by the study of mental arithmetic?
- 2 A note for \$1,800 dated June 8, 1902, and payable sixty days after date, was discounted on July 5, 1902. What were the proceeds?
- 3 A fruit dealer buys berries at \$3.20 a bushel and sells them at 15 cents a quart. What is his per cent. of profit?
- 4 At what price must a stock paying 8% dividend be bought that it may yield 6% on the money invested?
- 5 Write and solve an example in multiplication of fractions, and one in division of fractions.
- 6 The number of deaths in a certain city in 1901 was 1,950, which was equal to $3\frac{1}{4}\%$ of the population. What was the population?
- 7 In grading a lot 162 feet long and 40 feet wide, it was found necessary to raise it 15 inches. How many loads (1 cu. yd. to a load) of earth were needed?

IV

- 1 Write a check, a promissory note, a receipted bill.
- 2 Find the interest on \$1,500 from Jan. 15, 1902, to Feb. 12, 1902, at 5%.
- 3 An investor purchased for \$225 a share of railroad stock paying annual dividends of 8%. What rate of interest will he receive on his investment?
- 4 If the earth turns on its axis once a day and its diameter is 8,000 miles, what is the velocity per second of a point on the equator?
- 5 How many rods of fence will enclose ten acres in the form of square?
- 6 Two men start from the same point. One travels 52 miles north and the other travels 39 miles west; how far apart are they? Make a drawing.
- 7 Explain and illustrate the difference between common and decimal fractions. Should they be taught separately or at the same time?
- 8 A map of Connecticut is drawn to a scale of six miles to the inch. What length of line on the map will represent one side of a square farm containing 160 acres?

V

- 1 Explain and illustrate the difference between common and decimal fractions. Should they be taught separately or at the same time?
- 2 Write a promissory note, a check, a receipt.
- 3 The number of students who entered a normal school one year was 146. The number graduated the following year was 76. What per cent. of those who entered graduated?
- 4 If silk costing \$1.50 per yard is marked \$2.50 and a merchant allows a discount of 5% from the marked price, what per cent. of profit does he make?
- 5 A rectangular cistern containing 25 kiloliters is to be built. What must be its depth if the length is 5.2 meters, and its width 3.8 meters?
- 6 What will be the interest on \$1,800 at 6% for 45 days?
- 7 Find the area of a rectangular field measuring 16 rods 8 feet in width, by 25 rods in length. How many rods of fence would be required to go around the field?

8 A map shows a piece of land in the form of a right angle triangle. The base of the triangle measures $3\frac{1}{2}$ inches, the altitude $2\frac{1}{2}$ inches. If the map is drawn to the scale 40 rods = 1 inch, what is the area of the piece of land?

SPELLING

I

1 Write the correct abbreviation of each of the following words: *Doctor, Illinois, namely, present month, last month, pounds, barrels, February, Kentucky, for example.*

2 Use the following abbreviations in sentences :

Cr., Mss., do., A. D.

3 How would you teach the use of the dictionary?

4 State expedients that would be useful in teaching spelling.

5 Write the dictated words.

SPELLING

II

1 What is spelling?

2 Give the proper abbreviation for the following :

For example ; last month ; creditor ; that is ; by the way of.

3 Give the different forms of the following verbs :

Sit; lie; dive; drown; sing; hit.

4 Use in sentences the following words: (Each sentence should express an idea.) *to, too, two, there, their, pear, pare, pair, vein, vane, vain.*

5 Give an outline of a lesson in spelling.

6 Write the dictated words.

SPELLING

III

1 What is spelling? Why do we teach it?

2 How would you select the words to be spelled?

3 Discriminate between the meanings of the words in the following groups: *bring—fetch; vocation—avocation; seem—appear.*

4 Syllabify and mark accented syllables in the following words:—*placard, lucrative, irreparable, program, hyperbole, aspirant, inquiry, franchisement, maniacal, complaisance.*

5 Write the dictated words.

SPELLING

IV

1 What is spelling?

2 What method would you use in teaching spelling to the younger children?
To the older pupils?

3 State your plan for teaching pupils how to use the dictionary.

4 Explain the meaning of each of the following abbreviations, and write sentences in which each one is properly used:—*Mr., Mrs., Messrs., Dr., Sr., Jr., Esq., Hon, Prof., Rev.*

5 Write dictated words :

1 species	18 buoyant	35 mignonette
2 environment	19 etherial	36 chaos
3 spontaneously	20 conscience	37 rhubarb
4 llama	21 suffice	38 episcopal
5 mystery	22 physiological	39 debris
6 essence	23 demagogues	40 statistics
7 Minnesota	24 economy	41 sedentary
8 vigorous	25 manual	42 syntax
9 tariff	26 sobriety	43 appetite
10 herbage	27 sceptre	44 jumble
11 bulwark	28 epidermis	45 deign
12 irresistible	29 scrofula	46 sympathy
13 inevitable	30 cholera	47 secrete
14 eulogized	31 diphtheria	48 West Virginia
15 panegyric	32 New Orleans	49 alibi
16 secession	33 embryo	50 faith
17 guaranteed	34 wistaria	

cylinder
parallel
kerosene
sepulcher
merciful
alcohol
labyrinth
tyranny
hydrogen
pyramid
cassimere
chloroform
intercede
supersede
matinee
ascertain
nuisance

etiquette
condescend
polonaise
effervesce
submarine
gondolier
auctioneer
financier
chandelier
severely
mechanics
rheumatic
manœuver
embarrass
procedure
appraisal
opaque

Arabia
horizontal
diphtheria
rhinoceros
agreeable
petroleum
secretary
millinery
missionary
plague
league
poultice
deceive
believe
caprice
cashier

1 apples, 2 cherries, 3 peaches, 4 apricots, 5 huckleberries, 6 raspberries, 7 mutually, 8 essence, 9 corrupt, 10 bulwark, 11 carbonic, 12 appreciable, 13 communicating, 14 champion, 15 liable, 16 enterprise, 17 peculiarly, 18 adjacent, 19 llama, 20 symbolize, 21 herbage, 22 automatic, 23 suffice, 24 tariff, 25 vertebræ.

LITERATURE

I

- 1 State your general purpose in having children read good literature
- 2 State your special purpose in teaching each of the following works :
 - (a) The Barefoot Boy.
 - (b) The Legend of Sleepy Hollow.
 - (c) The Children's Hour.
 - (d) The Vision of Sir Launfal.
 - (e) Old Ironsides.
 - (f) The Great Stone Face.

3 Name the authors of the above selections in order. Name one additional selection from each which you would use with children. Outline the thought in one of your selections.

4 What stories of Scott and of Dickens may be used? What is the special value of each author as regards (1) information, (2) moral lessons.

5 Tell the purpose in writing and outline the thought in one of the following poems:

- (a) The Deserted Village.
- (b) The Cotter's Saturday Night.
- (c) Elegy in a Country Churchyard.

LITERATURE

II

- 1 State your general aim in teaching literature.
- 2 Upon what do you base your choice of reading matter for children?
- 3 Write upon the topics in one of the following groups:

I

1 *Snow Bound*

- (a) Purpose of the author.
- (b) Outline of the main points of the poem.
- (c) Value as autobiography.
- (d) Its chief moral value.

2 *Carlyle's Essay on Burns*

- (a) Character of the age in which Burns lived.
- (b) Carlyle's estimate of Burns as poet.
- (c) Failure as a man accounted for how?

II

1 *Shakespeare: "Julius Cæsar."*

- (a) Outline the main action of the drama.
- (b) Describe one of the following personages, and point out how his character aids in developing the plot: Brutus, Cassius, Marc Antony.
- (c) Importance of the Roman populace in the plot.
- (d) Your aim in having a class read this play.

2 *R. L. Stevenson: "A Child's Garden of Verses."*

- (a) Character of verses.
- (b) To what grade best adapted.
- (c) Special value to children.
- (d) Name six selections.

III

1 *Ralph Waldo Emerson: "Behavior."*

- (a) Why use this essay in schools?
- (b) Write ten lines upon the most valuable thoughts contained in it.
- (c) Your plan for interesting children in those thoughts.

2 *Washington Irving*: "The Sketch Book."

- (a) Name, in order of importance, the special values of Irving for children.
- (b) Mention five selections from "The Sketch Book."
- (c) Outline your plan of work in teaching one of these selections.

LITERATURE

III

1 State your general and particular aims in having children read: 1 "The Legend of Sleepy Hollow." 2 "Hiawatha." 3 Carlyle's Essay on Burns.

2 What use would you make of biographical stories? Historical stories? Sketches?

3 Name the best reference books for American literature study. Name essays which you would use for collateral reading in British literature study. How would you train children in the use of reference books?

4 Write upon one of the following groups: A—B—C or D.

A IRVING, LOWELL, BURNS.

1 *Irving*:

Characteristics of the man and writer.

Particular value of "Rip Van Winkle," "Westminster Abbey," "The Alhambra."

2 *Lowell*:

"The Vision of Sir Launfal."

Points to be emphasized.

Show the connection between the story and the line from Wordsworth:—"Heaven lies about us in our infancy."

3 *Burns, and Carlyle's Essay*:

What does Carlyle make us admire in Burns and with what arguments?

"The Cotter's Saturday Night."

General idea.

Beauty.

Value as a revelation of the poet's character.

Name other poems suitable for children.

B LONGFELLOW, SCOTT, BURROUGHS.

1 *Longfellow*:

Why called the children's poet?

"Hiawatha"—Contrast your aims and methods of presentation in low and high grades.

"Evangeline":—The lesson.

Name six other poems, pointing out the central thought of each.

2 *Scott*:

Value of "Ivanhoe" as history reading; as character study. Specify.

"The Lady of the Lake."

Scene; time; historical personages.

The poem as a revelation of the poet's tastes.

3 *Burroughs :*

- Special educational value.
- Name works to illustrate.

C WHITTIER, DICKENS, TENNYSON

1 *Whittier :*

- Significant facts of his life.
- Lesson of his life and poems. Proofs.
- "Snow Bound."
- General idea.
- Value as history? as biography?
- Moral influence.
- Plan for interesting children.
- Name other poems to use with children; points of each.

2 *Dickens*

- Name stories suitable for children.
- Value as character study.

3 *Tennyson:*

- "The Holy Grail."
- General idea of story.
- Character of Arthur.
- Qualities of style.
- Collateral reading.

D BRYANT, GOLDSMITH, BUNYAN

1 *Bryant :*

- Name six representative poems.
- General idea of each, with particular lesson.

2 *Goldsmith :*

- "The Deserted Village."
- General idea.
- Points to be emphasized.
- Wherein lies its beauty.
- "The Vicar of Wakefield."
- Plan for interesting children.
- Points to be emphasized.
- Influence of Goldsmith.

3 *Bunyan :*

- His times.
- Characteristics of the man.
- Autobiographical work; its qualities.
- "Pilgrim's Progress."
- General plan.
- Special value as moral instruction. Explain.
- Qualities of style.

READING

I

- 1 What are the objects of reading in school?
- 2 Explain the difference between the beginnings of reading and the practice of reading.

- 3 Give your method for the beginnings of reading.
- 4 What relation has articulation to reading? pronunciation? emphasis?
- 5 If you teach where few books or no books are provided, what will you do for reading material?
- 6 If the children of your school have access to a free public library, what plan will you pursue in teaching them the use of books?

READING

II

- 1 What is reading?
- 2 Distinguish between oral and silent reading; state which of the two is more important and why.
- 3 Distinguish between the teaching of beginners and those who can use books.
- 4 What use can be made of the sounds of letters in teaching reading?
- 5 What is the word method? What is the sentence method?

READING

III

- 1 How does reading compare in importance with other subjects, and why?
- 2 What are the objects of reading in school?
- 3 Explain the difference between the beginnings of reading and the practice of reading.
- 4 Give the method in the beginnings of reading.
- 5 How does the teaching of literature differ from the beginnings and practice of reading?
- 6 What is the difference between silent and oral reading?
- 7 Name ten books suitable for third year pupils.
- 8 Name ten books suitable for seventh year pupils.

GEOGRAPHY

I

- 1 Which has the greater circumference, a meridian circle or a parallel? Why?
- 2 At the North Pole in what direction must one travel to go south? What is the difference between *down* and *south*?
- 3 In what direction does the sun cast a shadow at noon in the South Temperate Zone? Why?
- 4 Which is farther west, Washington or New Orleans? New York or Valparaiso? London or Lisbon?
- 5 Which is farther north, Portland, Maine, or Portland, Oregon? Charleston or San Francisco?
- 6 Where is the Golden Gate? Yellow Sea? Black Sea? Red Sea? Dead Sea? Holy Land?
- 7 Name three of our states which derive their names from persons; two, the names of which are of Indian origin?
- 8 Draw an outline map of Connecticut, and locate thereon the three main rivers; the cities of Bridgeport, Waterbury, Norwich, New London, and the in which you take this examination.

GEOGRAPHY

II

- 1 Name the three general divisions of geography and define each.
- 2 (a) Explain how rain is produced. (b) Account for the great rainfall at Sitka and the slight fall at Lima.
- 3 How does the drainage of North America influence the location of commercial cities?
- 4 Name all the bodies of water a vessel would sail over in a voyage from Chicago to Odessa.
- 5 Describe the Gulf Stream and explain what causes it.
- 6 Locate the tropics and polar circles and tell why they are located as they are.
- 7 Tell what the following are and where they are located: Frankfort, Guam, Fort Wayne, Tasmania, Crimea, Volga, Milan, Detroit, Nicaragua, and Bahia.
- 8 (a) What is the Weather Bureau of the United States? (b) What is its object?
- 9 Name six articles in the production of which the United States exceeds any other nation in the world.
- 10 Describe the following rivers: Connecticut, Muskingum, Orange, Ebro, and Lena.

GEOGRAPHY

III

- 1 Define: glacier — moraines — chinooks — inlets — tides — fiords — tundras.
- 2 Locate Tuskegee, Tacoma, Virginia City, Havana, Callao, Tientsin, Belfast, Cape Town, Sidney, South Manchester.
- 3 Name a section from which each of the following is obtained: cork, sponge, licorice, tin, sugar (cane), sugar (beet), quicksilver.
- 4 Describe the form of government in Alaska.
- 5 What islands have come to the United States recently by (a) annexation, (b) conquest, (c) for the purpose of forming a State government?
- 6 Which continent has, for its size, the most extensive coast line?
- 7 What important river systems drain the United States? Europe?
- 8 Locate four important seaports in the United States; four cities located on the Great Lakes.
- 9 What would be the probable cargo of a vessel sailing from New Orleans? Rio Janeiro?

GEOGRAPHY

IV

- 1 Give two proofs that the earth is spheroidal.
- 2 What is a map.
- 3 Explain the cause of tides.
- 4 Name the zones. How are they determined?
- 5 Describe the lake system of North America.
- 6 What determines the climate of a place?
- 7 Draw a map of Connecticut.
Locate counties, rivers, cities, railroads, capital.

GEOGRAPHY

V

1 What connection is there between the geographical location and the industries of the following cities:—Chicago, Pittsburg, New York, Minneapolis, New Orleans?

2 What countries have been influenced climatically by proximity to the Gulf Stream?

3 Of what value is the map in teaching geography? A globe?

4 What states are included in the U. S. Wheat belt? Cotton belt? Coal area?

5 What and where are London? Manila? Transvaal? Chicago? Venezuela? St. Petersburg? Havana?

6 Define glacier? moraines? inlets? tides? fiords? tundras?

GEOGRAPHY

VI

1 Give reasons for using each of the following: Globes, dissected maps, relief maps, outline maps.

2 Locate, with relation to the continents in which they lie and the countries or bodies of water in closest proximity, four of the leading commercial countries of the world

3 What has been the influence of environment in the development of New York city? England? Pittsburg? Buenos Ayres? Chicago? Switzerland?

4 What would be the probable exchange of commodities between the United States and Brazil? England and India? Argentine Republic and France? Hawaii and the United States? Australia and England?

5 From what ports in the countries mentioned in the previous question would those commodities be shipped?

6 What would you do to help children form ideas of location in regard to surface? Vegetable areas? Mineral belts? Political divisions?

7 In what localities are the soil and climate best adapted for the raising of Cotton? Wheat? Tea? Corn? Rice? Sugar?

8 Locate the detached possessions of the United States. Of England.

9 Draw a map of Connecticut, indicating the location of the principal cities and the chief natural resources of the State.

10 What and where are Chicago, Japan, Gulf Stream, Liverpool, Rome, Russia, St. Louis, the Danube, District of Columbia?

ELEMENTARY SCIENCE

I

A

1 Define acid, oxidation, element, atom, symbol, kindling point.

2 Why do we call air impure which contains more than 2% carbon dioxide?

3 Why does lime water turn milky white when carbon dioxide is added?

4 What are the forces that produce chemical change? Give two illustrations of each force.

5 Why are cooking soda and cream tartar used to make dough rise?

B

- 1 What are the sources of heat?
- 2 Why does air become cool as it ascends in the atmosphere?
- 3 Why do rubber overshoes stick in the mud?
- 4 What are the differences in result between magnetizing soft and hard iron?
- 5 What ways can iron be magnetized and what ways demagnetized?

ELEMENTARY SCIENCE

II

(Answer any six of the following questions.)

CHEMISTRY

- 1 State clearly the objects in teaching chemistry under these topics: (a) observation, (b) reasoning, (c) culture.
- 2 Name five lessons you are prepared to give and point out briefly how each lesson fulfills the conditions in question one.
- 3 Name as many industries as you can that wholly or in part depend on chemistry for their pursuit.

PHYSICS

- 4 Briefly discuss the use men make of the lever, pulley, inclined plane, and wedge in daily life.
- 5 If the large piston of a hydrostatic press is 200 times the area of the small piston, what force must be employed to exert a pressure of 40,000 pounds?
- 6 Give one or more experiments that you could use to teach a class why iron ships float.

GEOLOGY

- 7 Describe an imaginary trip to a cliff and point out the lesson you could draw for teaching.
- 8 What do you consider the purpose in giving lessons on minerals? Illustrate by a lesson on some one mineral.
- 9 What explanation can you offer for the recent disturbance in Central America and the neighboring islands?

HISTORY

I

- 1 What periods of United States history would you select as being specially important for study? Why?
- 2 State briefly, writing not more than ten lines on each subject, some causes of and some results following the Revolutionary War, Federal Convention, Founding of Plymouth, Kansas-Nebraska Act.
- 3 Under what circumstances did the Louisiana Territory become a part of the United States? Alaska? Texas? Northwest Territory?
- 4 Of what value are the following biographies: Benjamin Franklin, Daniel Webster, William Lloyd Garrison?

- 5 What constitutional amendments were the results of the Civil War?
- 6 What is the government of Cuba? Philippine Islands? Alaska? District of Columbia? Connecticut? Hawaiian Islands?

II

- 1 Compare and contrast the colonists at Plymouth and Jamestown.
- 2 What place has geography in the teaching of history?
- 3 What was the omnibus bill? The Kansas-Nebraska bill? Missouri Compromise?
- 4 Name five men whom you think have had the greatest influence in molding the history of our country. Give reasons for your choice.
- 5 Name the present members of President Roosevelt's cabinet.
- 6 Name four important questions that have come before the present United States Congress.
- 7 Give the most recent historical facts of interest to the United States concerning the Isthmus of Panama, Cuba, Danish West Indies.

III

- 1 What is the object of teaching history?
- 2 What is meant by *memoriter* and *topical* methods of teaching history?
- 3 What events in Europe caused discovery? Name the principal countries engaged.
- 4 What were the following: Navigation acts? Stamp act? Quartering act?
- 5 Give a short biographical account of the following: Washington; Webster; Garrison.
- 6 How were the original colonies of Connecticut united? What were the western claims of Connecticut?
- 7 Mention as many illustrious men of the state as you can.

IV

- 1 Draw a map showing the territorial growth of the United States and tell how each acquisition was made.
- 2 What was the condition of the country during the time known as "The Critical Period in American History"?
- 3 Name four American orators and the occasions which called forth a famous oration of each.
- 4 What questions did the nation have to settle as the result of the Civil War? How have those questions been settled?
- 5 Name eight famous Americans whose biographies should be read in school. State briefly the work of each man.
- 6 Make a list of ten books of reference to be used in studying United States history.
- 7 What important part has Connecticut played in the history of the United States?
- 8 With what events in American history are the following dates connected: 1620, 1763, 1789, 1776, 1861?

V

- 1 State your purpose in teaching history.
- 2 Suggest five topics for history study and give reasons for selection.
- 3 In what way have the following questions been settled :
 - (a) The right of a state to secede?
 - (b) Extension of slavery in the territories?
 - (c) Alabama claims?
 - (d) In framing the Constitution, whether the states or the people should be represented?
- 4 Mention three biographies suitable for use in connection with a study of the history of the Colonial period ; Civil War period.
- 5 What inventions have had a marked effect on the industrial and political conditions of the United States?

VI

- 1 What political ideas were brought from England by the settlers of Plymouth and Massachusetts Bay?
- 2 Give reasons for the passage of the Boston Port Bill and the Massachusetts Act. How did these acts affect the colonies?
- 3 Sketch briefly the condition of the country from 1783 to 1787, and give reasons for the existence of such condition.
- 4 Mention four inventions of the 19th century which have had an influence on the history of the United States. How?
- 5 With what events in history do we associate the following: Wm. Pitt, Thomas Jefferson, Henry Clay, Robert E. Lee?

CIVIL GOVERNMENT

I

- 1 From what sources does the United States derive its revenue?
- 2 Define *treason, tariff, veto, export, ambassador*.
- 3 How is the President of the United States elected?
- 4 Who is at present the presiding officer of the House of Representatives? How is he chosen?
- 5 Name the cabinet officers in the order of their succession to the presidency.
- 6 Answer the following points regarding United States senators :
 - (a) Qualification.
 - (b) Length of term.
 - (c) How elected.
 - (d) Salary.
- 7 What is the Connecticut law in regard to attendance of children at school? What in regard to employment in factories and stores?

II

- 1 Give an illustration of the exercise of city and town government.
- 2 How are schools supported?
- 3 What are the departments into which government is usually divided? Give the function of each.

- 4 How is the governor of Connecticut elected?
 - 5 If a teacher be hired for a year, how can the contract be broken?
 - 6 What is a will?
 - 7 What is meant by the Connecticut legislature? How is it chosen? Where is it held?
-

ENGLISH

I

- 1 How much time do you think should be given to the study of grammar? When would you begin to teach grammar?
- 2 Write a brief lesson on the noun.
 - (a) The matter to be taught.
 - (b) The method of work.
- 3 (a) Write a sentence containing a direct quotation broken into two parts.
(b) Change the sentence to indirect quotation.
- 4 (a) Write the possessive in both singular and plural of the following: man, fox, child, boy, baby, deer, mouse.
(b) Write plurals of prospectus, court-martial, man-servant, attorney, syllabus, gas, c.
- 5 What may be used as the subject of a sentence? Illustrate by at least five examples.
- 6 Correct the following and give reasons:

Neither of them were there.
Who did you speak to?
A considerable portion of the crowd were more or less injured.
Between you and I, I think it is him.
Either James or William have struck him.
Let you and I advance.
Are you and me going?
- 7 Write a letter to the chairman of the school board applying for a position as a teacher.
- 8 (a) Name five faults common among people who speak good English.
(b) By what means will you try to correct the faulty speech of your children?

II

- 1 Write not less than six sentences, each illustrating a point in punctuation. State clearly the use of punctuation in each case.
- 2 State how you would present the above to children.
- 3 Write a letter applying for a position to teach. The letter should give all necessary information about yourself and should make the inquiries which will enable you to make a decision.
- 4 State clearly your views, writing not less than half a page, on one of the following subjects.
 - (1) The State Teachers' Examination.
 - (2) What of value in teaching you learned from the study of English grammar.
 - (3) The characteristics of the best teacher whom you recollect. Your view of the influence of this teacher may be given.

- 5 Give all the personal pronoun forms, and write a sentence containing each.
- 6 Give the regular changes of form to express comparison, and write a sentence containing each.
- 7 What is an idiom? Write three.
- 8 What is a prefix? Give three words.
What is a suffix? Give three words.
- 9 What is a sentence? a phrase? a clause? Give an example of each.
- 10 State briefly not less than five things usually found in an English grammar which you would teach to children in a class soon to enter a high school.

III

- 1 State your aim in teaching English.
- 2 How may the good literature of the reading lesson be made to contribute towards this end?
- 3 What is the value of drill in oral English work? What kinds of drill would you give? What would determine the character of the exercise? Illustrate.
- 4 State your opinion of the practical value of the study of English grammar in forming correct habits of speech. Your reasons.
- 5 What kinds of written work would you give? How would you teach punctuation? Illustrate by sentences the punctuation points you would teach.
- 6 Express in your own words the thoughts in the following extract:
 - (a) "Vain, very vain, my weary search to find
That bliss which only centers in the mind."
 - (b) "Go put your creed into your deed
Nor speak with double tongue."
 - (c) "All seems infected that th' infected spy,
As all looks yellow to the jaundiced eye."
 - (d) "Not only around our infancy
Doth heaven with all its splendors lie;
Daily with souls that cringe and plot
We Sinais climb and know it not."

IV

- 1 Write a letter to a school visitor applying for a school.
- 2
 - (a) Write a quoted question.
 - (b) Write a quotation within a quotation.
 - (c) Write a broken quotation.
 - (d) Write a short dialogue.
- 3 Give the meaning of the following:
 - (a) "He inherited, however, but little of the martial character of his ancestors."
 - (b) "The great error in Rip's composition was an insuperable aversion to all kinds of profitable labor."
 - (c) "His patrimonial estate dwindled away under his management."
 - (d) "One taste provoked another, and he reiterated his visits to the flagon."
- 4 Write sentences to show the correct use of *shall* and *will*, *may* and *can*, the principal parts of *lie* and *lay*, *sit* and *set*.

- 5 With some part of *to be* for the predicate write sentences having :
 - (a) Two singular subjects connected by *and*.
 - (b) Two singular subjects preceded by *each* or *every*.
 - (c) Two singular subjects connected by *or* or *nor*.
 - (d) Two subjects differing in number.
- 6 Use in sentences the singular and plural of :
Phenomenon, basis, focus, stratum, larva.
- 7 Supply pronouns in the following and give reasons for words used :
 - (a) Mary walked between — and —.
 - (b) The man and dog — I saw disappeared.
 - (c) He spoke to those — he thought were his friends.
 - (d) The people — she invited did not come.
 - (e) She said she would invite — and —.
 - (f) Every pupil may take — pencil.

V

- 1 In what grade or grades would you teach English grammar? State your opinion of its practical value. What use, if any, would you make of parsing? of analysis? Your reasons.
- 2 What steps would you take to correct indistinct articulation? ungrammatical forms of expression? Illustrate.
- 3 Write the following sentences correctly :
 - (a) Will we catch the train?
 - (b) He says he ain't going home except you go too.
 - (c) She said I read good yesterday.
 - (d) Between you and I, she don't know who the ball hit.
 - (e) Each pupil may take their books and you can read.
- 4 State your opinion of the practical value of letter writing as language work. Write a business letter such as might be given to children as a model.
- 5 What would you teach regarding (a) arrangement, (b) punctuation, (c) style of expression in written language work?
- 6 Narrate briefly a story from Whittier, Longfellow, Irving, Hawthorne, or Lowell.

PHYSIOLOGY

I

- 1 What is the object of teaching physiology in the public schools?
- 2 How does impure air affect the brain?
- 3 How does alcohol produce a flushed condition of the face?
- 4 Why do children remember what they write better than what they read?
- 5 What would you teach about tobacco?
- 6 Give the subject of five lessons from physiology that might be given to young children.
- 7 Describe an artery; a vein.
- 8 Name five secretions; five tissues.

II

- 1 What is the object of teaching physiology in the public schools?
- 2 Name three important juices which act upon the food during digestion, and the office of each.
- 3 Name three important uses of the skin.
- 4 Give an outline of a lesson on the teeth to children about eight years of age.
- 5 What are some of the effects of alcohol on the stomach?
- 6 What are some of the effects of alcohol on the nervous system?

III

- 1 Upon being digested, what course do the starchy, fatty, and proteid food stuffs respectively take to get into the blood?
- 2 What is the difference between the oesophagus and the windpipe (*a*) in construction, (*b*) in position, (*c*) in function?
- 3 Make a diagrammatic drawing of the heart, showing the cavities. Indicate by arrows the course of the blood through these. (Name the parts shown.)
- 4 Outline briefly what you would teach about stimulants and narcotics. How would you teach this?
- 5 Give an account of the skin as an organ of excretion. What habits should be formed as a result of the knowledge of these facts? Why should sitting in damp clothing be avoided?

IV

- 1 Mention several hygienic laws which are often violated in the schoolroom.
- 2 Describe the process of digestion. State need of such a process. Give examples showing how a knowledge of digestion might help in selecting and preparing food.
- 3 What are the principal parts of the nervous system? State function of each. Why should a teacher understand this system?
- 4 Outline a lesson on the lungs for a class of children about ten years old.
- 5 How would you ventilate a country schoolhouse in winter by windows alone during the time that school is in session?
- 6 What are the sources of alcohol? Mention the two classes of alcoholic liquors.
- 7 How does alcohol injure the stomach? The nervous system?
- 8 Outline one lesson on temperance for a class of children about ten years old.

DRAWING

- 1 Draw
 - (a) A part of the room in which you are.
 - (b) A memory sketch of a part of some other room.
 - (c) A winter landscape.
 - (d) A group of objects.
- 2 Illustrate by drawings the difference in the appearance of a door opening towards the observer and one opening from the observer.
- 3 Draw a plan of a sketch book with a suitable design for its decoration.

MUSIC

- 1 What do you regard as the most useful service that music brings to the public schools?
 - 2 In what esteem do you hold the hearing of instrumental music as a training for children?
 - 3 To what extent has technical drill, in scales and exercises for instance, aided your comprehension and appreciation of music, either from the scientific or æsthetic point of view?
 - 4 Is your musical taste as a grown person similar to what it was as a child? what differences do you observe?
 - 5 What would be your plan of work in teaching music to children in primary grades? How would this differ from the method that you would employ with older children?
 - 6 Name several songs suitable in the first three grades, and several for grammar grades.
 - 7 What is a Folk song? What characteristics are Folk songs likely to possess? Name six and tell to what country each belongs.
 - 8 Name five great composers, and tell what each has done particularly to advance the progress of music as an art.
-

WRITING

I

- 1 Make the small letters in the order in which you would teach them.
- 2 Make the capital letters.
- 3 What is penmanship, and why is it taught?
- 4 When should children begin to write? Why?
- 5 What system of penmanship would you use? Give your reasons.
- 6 Suggest exercises that would be useful in securing rapidity.

II

- 1 What is penmanship?
- 2 Describe a method of securing rapidity in penmanship.
- 3 What relation has penmanship to other subjects?
- 4 How does penmanship compare in importance with reading?
- 5 Make the small and capital letters in print and script.
- 6 Write
 - (a) $102.01 \div 1.01$ 12.5% of 100 = ?
 - (b) I V X C M.
 - (c) "For not through eastern windows only,
When daylight comes, comes in the light;
In front the sun climbs slow, how slowly,
But westward look — the land is bright."

LESSONS IN SCIENCE

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INTRODUCTION

These science lessons are intended for use in the common schools below the high school. They can be adapted to all grades. The teacher in each school is the one to decide what lessons should be given in the school and when they should be given. But it may be suggested that as mastery of any subject depends largely on practice, the pupil should have a chance to go over these subjects as many times as possible during his school course. Therefore they may be introduced into the primary grades, reviewed in the intermediate grades, and taken up more thoroughly and with added ideas in the grammar school.

The purpose of science lessons should be to give drill in that kind of brain work that the method of physical science especially depends upon. It is the culture that is most useful and efficacious in the work of life. This should be the test of every educational claim. Is it the best preparation for doing what people have to do most in common life? There has been widely advocated of late what is termed "nature study" as distinct from the study of science. In this "nature study" the word nature has been used too exclusively, meaning thereby a phase of the universe excluding man. This has resulted from tradition. It is too limited. Modern science has extended the meaning of the word, nature, and makes it include all those tendencies immanent in the material universe that bring about its changes. Therefore, man and his works are as truly parts of nature as the bee and his work. The candle flame is as truly a phenomenon of nature as the bud of a tree.

Wherever we have conditions or changes due to what we call force, there is a part of nature.

The aim of the following lessons is to give a few exercises for the interpretation of nature in its most comprehensive meaning. They give drill in getting ideas in the way upon which we must depend for all our knowledge, namely, through our senses.

They afford discipline in putting these ideas together according to relations that constitute the best thought.

Skill in these attainments is needed for all kinds of thinking. Accuracy in getting evidence, and careful experience with the important relations of ideas are the special features of mental discipline that are demanded by modern life. Physical science is especially adapted for giving such training, as it deals with the ideas and their inevitable relations with which we are concerned in life. If we make our ideas correspond to the things and events of nature in the order in which they are related, we shall be most likely to reach the truth in our thinking. It is the love of truth that we should foster, and science presents the best evidence of truth. This will not impair the poetic aspect of nature but will be fundamental to it.

The training that well selected lessons from chemistry and physics may give, is indispensable to a full comprehension of lessons in biological science. The plant or animal is an agent utilizing the forces and simple substances of nature in producing changes. The study of these changes and their conditions and causes should precede biological training. This aspect makes evident that chemistry and physics are fundamental to all science education.

A science lesson should be primarily an observation lesson. There should be in it a chance to use the senses. In this respect it differs from other school exercises. While in other lessons observation may be used for the purpose of instruction, in a science lesson the purpose should be to attain skill in the use of the senses. The knowledge gained should pertain to common experience, and the thinking exercise should consist in putting ideas together, mainly according to the relation of cause and effect. So that the aims of a science lesson may be expressed in the order of their importance, as follows:

1. Observation Exercise. Use of senses.
2. Useful Knowledge.
3. Thinking Exercise. Cause and Effect, etc.

DIRECTIONS TO TEACHERS

1. Be sure that every pupil sees all parts of the apparatus and operation. All must participate in the work of observing, thinking, and talking.

2. Endeavor, as far as possible, to have the pupils think out the lessons for themselves, but do not expend too much energy and time trying to draw out from pupils what they should not be expected to give out without help. Some truths require for their discovery more time than can be given in class work. Use tact in affording judicious assistance. The method with an individual may differ from that with a class.

3. Let every experiment be carefully and repeatedly described. Encourage the use of simple and clear language. Have the events described in the order of their occurrence. Watch the language. Note words, phrases, and sentences to be examined in the language class.

4. Drill persistently upon reproducing the truths taught by the experiments. Be sure that *every* pupil knows thoroughly the lessons of *every* experiment. This requires more repetition than one is apt to suppose. Insist upon ideas, not the mere utterance of words.

5. Suggest many common illustrations in connection with each lesson. The value of the teaching will depend upon its relation with everyday experience. Therefore many examples from common life must be cited to emphasize the importance and helpfulness of each truth taught.

6. Use parts of the work as much as possible in the work of reading, language, physical geography, and arithmetic. Draw from the science work whatever may be helpful in other branches. Science lessons should not increase the course of study, but they should be economical and effective instrumentalities in the work of awakening thought; of attaining power of expression; of gaining ability to read intelligently; and of acquiring knowledge of the world. Such is the aim of the common school.

FORCE AND MOTION

Many changes are taking place in the world all of the time. Things are being moved. Plants and animals are growing. Matter is changed from one form into another. That which produces the motion in these different changes is called *force*. We ought to become familiar with different forces in order to think clearly in regard to the many changes in the world. This is attained by practice. The following experiments are recommended for the purpose of practice in referring various changes to the respective forces producing them. The habit of tracing effects to causes is a useful one and is needed in all kinds of thinking. Lessons in physics and chemistry especially can be used for this kind of training and may therefore be regarded in one sense as cause and effect lessons.

Force is that which produces, tends to produce, or checks motion.

Motion is change in position.

Experiment—Mechanical Force



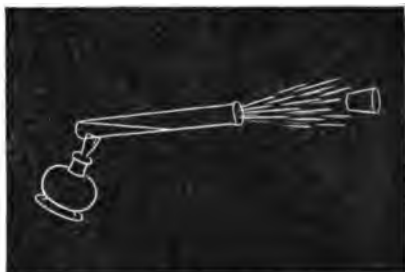
Use a small pop-gun operated with an elastic band. The elastic moves the piston. The piston moves a pea which is sent through space. The position of the pea is changed. Change in position is called *motion*. This is caused by *cohesion* attracting the molecules of the rubber. Cohesion is the cause; motion, the effect. Force acting thus through any machine is generally called Mechanical Force.

Experiment—Muscular Force.

Let a rubber ball be thrown into the air or against the wall. Motion is thus produced by the action of the muscles of the arm. Muscular tissue has the power of shortening its dimensions. This is called muscular force. The motions of the animal body are caused by some muscle or muscles contracting.

Experiment—Heat exerts force

Water is heated in a test tube that is closed with a stopper. Let the stopper be inserted so that it can easily be forced out. This changes the condition of the water from liquid to gas by forcing apart the molecules. The steam thus formed will force out the stopper, sending it



some distance. Heat exerts the force which causes change in the condition of the water and also causes the motion of the stopper. The application of heat in doing work through steam engines is thus illustrated, and many examples should be given.

Experiment—A Magnet exerts Force

A magnet may be held near a tack. The tack will move toward the magnet. The magnet thus exerts force in causing the tack to move.

Experiment—Chemical Force

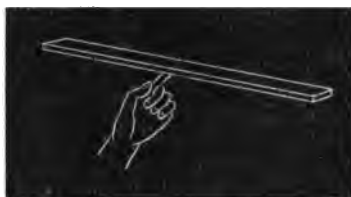
A match is lighted. The material of the match unites with oxygen of the air. The union is caused by an attractive force called chemical force or affinity.

Gravitation, or Gravity

Gravitation is used so commonly in many different ways that it should receive special attention.

Experiment—Gravity as a Force

Let different things be dropped, as a pencil, piece of crayon, etc. The motion of the object towards the earth is caused by the earth attracting the object. This attractive force is not only exerted by the earth but acts between any two masses of matter.

Experiment—Center of Gravity

A stick may be balanced. The *place* about which the parts of the object are attracted equally is called the Center of Gravity.

Experiment—Finding Center of Gravity

If a piece of wood is suspended from a point near its edge and a vertical line drawn on the wood, and then suspended from another similar point and another line drawn, the center of gravity will be at the place where the lines intersect.

Important Law of Gravitation

Force of gravity exerted by the earth increases as the amount of matter increases.

This law is used by all persons who weigh things. Every merchant uses this law as truly as the physicist. He measures the quantity of matter by employing gravitation. Many illustrations should be given.



Weighing balances and scales should be illustrated. A simple weighing balance may be made as follows: Make a stick $12 \times \frac{3}{4} \times \frac{1}{4}$ inches. Put a needle through the middle so that it will balance. Put two screws into the top of an upright stick $10 \times 1 \times 1$ inches. Arrange the needle in the slot of the screw so that it will move freely. Hang a small tin

pan from each end of the beam by means of small chains. The tin pieces that are prepared as covers for tin tea-pots before they are finished, are suitable.

Experiment—Center of Gravity outside of object

The center of gravity may not be within the material of the object, but outside of it. This may be illustrated by sticking two forks into the opposite sides of a cork and a needle into the lower side. Then the cork can be balanced on the point of the needle over any hard surface, the head of a pin for example.

The combination appears to be standing on the point of the needle, but it is really hanging and the center of gravity is outside, below the cork, between the forks.



Changes in the position of the center of gravity can be illustrated with the well known loaded truck, double cone, and leaning tower. These can be obtained from a wood turner.

Many examples should be given to show that the position of the center of gravity determines whether an object easily falls over or not.

Practice weighing different things. Explain pound or ounce as units of gravitation. Explain how the use of the balance advanced the work of science. Describe the experiments of Lavoisier. Refer to the influence of gravitation in controlling the movements of the planets.

Common ways in which gravitation is used.—Breathing, walking, running, lifting water in pumps, moving clock work, water-mills, wind-mills, floating boats, sailing, moving air in drafts for fires, ventilation, moving clouds, rain, snow, and glaciers.

Visible Motion—First Law of Motion—A body set in motion will move forever in straight line, unless acted on by some external force

Pupils should be trained to refer common modes of motion to this law. For example, the motion of a thrown ball, an arrow, a spinning top, a rolling marble, a sled, a hoop, etc.

Fasten a small post 3 in. $\times \frac{3}{4}$ $\times \frac{3}{4}$ to a square base. Then put a visiting card on the post and a coin on the card. Snap the card edgewise so that it will be sent away and the coin will remain. This illustrates that a body tends to move even after the force ceases and when at rest tends to remain at rest unless some force moves it.

Balls sent in opposite directions

Let two balls be fastened to the ends of a string,—one at each end,—three feet long. Then let the string be held at the



middle and the balls made to revolve in opposite directions by swinging one ball in one direction and throwing the other opposite and keeping up the motion by an upward and downward motion of the hand.

Spinning Top

Spin a small top on the table and make plain that it stops because other forces act upon it. The forces are gravitation and those concerned in friction, cohesion, and adhesion. A top can be made by putting a small round peg through the middle of a wooden button mould.

Teach that the earth keeps on rotating, or spinning, because no force interferes with its motion. The same is true of the earth's revolution around the sun. This lesson belongs to the science of motion, namely physics, not to geography.

Spinning Hoop

A hoop can be made by cutting a strip from very thin sheet copper. Let the strip be $\frac{1}{2}$ in. wide and 18 inches long. Then bend it into a circle and solder its ends together.

Cut a straight piece of iron wire $\frac{1}{8}$ in. diameter and 12 inches long. Make holes in opposite places in the circular hoop so that the wire can be put through as an axis, or diameter. Fasten the hoop to the wire axis at one hole and let it be free to move at the other. When the wire is twisted at one end and allowed to rest on the palm of the hand at the other, the hoop will assume the shape of an oblate spheroid. This is an example of action according to the first law of motion; the parts of the copper hoop tend to move in the direction in which they are started, but are diverted in another direction by another force, namely, cohesion among the molecules of copper. Teach that the earth assumed its oblate shape in the same way when it was in a plastic condition.

Divisions	Forces	Motions	Sciences *
Masses	Gravitation	Mechanical	} Physics
Molecules	{ Cohesion Adhesion	{ Heat, Light, Sound Magnetism, Electricity	
Atoms	Chemical Affinity	Chemical Changes	Chemistry

Second Law of Motion — Every force produces its effect even when another force is acting

This law should be dwelt upon in order that curved paths of moving bodies, as the orbits of heavenly bodies, the course of thrown balls, shot projected from guns, may be appreciated.

Let two marbles be started from a small piece of board, one being dropped and the other being snapped by the finger, and they will both reach the floor at the same time. Cut a piece of wood 4 inches square. Bore a hole near one edge, about $\frac{1}{2}$ inch distant, large enough to allow a marble to pass through.



Attach a piece of wood $\frac{1}{2} \times \frac{1}{2} \times 3$ in. by putting a screw through one end so that the piece will move like a swivel. Let it be between the hole and edge, but tangent to the hole. Then place a marble over the hole, holding it by pressing the piece of wood against it just enough to prevent its dropping. Then place another marble on the other side of the small piece of wood near the edge of the board. Snap the small piece of wood with the finger and both marbles will be moved. One will be released, and will drop through the hole. The other will be hit by the piece of wood and forced off from the board. Both will reach the floor at the same time. This shows that gravity in this case has the same effect whether acting with another force or acting alone.

Third Law of Motion — When a force acts against a body there is a resistance or reaction — This reaction is equal to the action of the force

Let a person push with his arm against a wall, his body will move away from the wall although the force of the arm acts towards the wall.

The resistance of the wall causes the motion of the body and is spoken of as reaction.

This law explains the motion of flying, swimming, rowing, walking, propelling steamboats, the use of keels and centerboards in sailing against the wind, the use of rudders, etc.

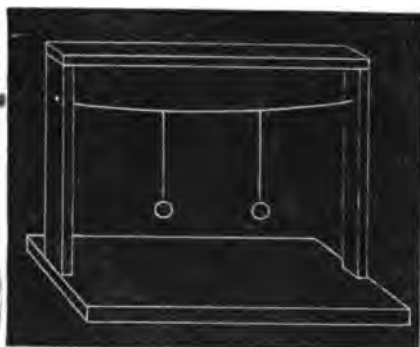
A diagram illustrating the use of the keel and rudder, of a boat can be found in Arnott's Physics, p. 223.

* Barker's Chemistry.

Communication of Motion

Use a chain or small flexible rope $\frac{1}{4}$ in. diameter and about 15 ft. long. Let two persons standing apart the distance of the rope's length, hold its ends. Then show by hitting the rope near one end that waves of motion will travel from one end to the other.

It is important to illustrate this truth in connection with visible motion in order that it may be realized that other forms of motion can be transmitted as, for example, sound, heat, light, electricity, nerve impulses, etc.



Another interesting experiment in this connection may be made. Stretch a string about 15 inches long between two upright posts. Suspend from this string two balls about 6 inches apart by means of strings about 12 inches long. Make one ball vibrate like a pendulum. Soon the second ball will begin to vibrate and the motion of the

first will gradually cease. The first ball will begin to vibrate and the motion of the second will cease, and so on alternately.

The motion is transmitted through the strings from one ball to the other.

Motion of Pendulums

The pendulum has been so useful in regulating motion, especially in clocks, that a few of its laws should be studied. The story of Galileo's discovery in the cathedral at Pisa should be read.

The length of the pendulum being the same the times of vibration will be the same although the arcs of vibration may change

Suspend a small ball from a support by means of a string about 15 inches long. Let the ball swing through a short and then through a longer arc. Observe that the time of the vibrations is the same in each case. This is one of the laws that make the pendulum useful as a regulator.

The length of the pendulum being the same, the number of vibrations per second will be the same for all kinds of material

Change the ball of the pendulum for some other substance, as a stone for example. Keeping the length the same the times of vibration will be the same, as in the case of the wooden ball.

The number of vibrations per second will be increased by shortening the pendulum

Shorten the pendulum, the vibrations will be faster.

Force of Cohesion and Adhesion

As it is a convenient mode of thought to regard that tendency of masses towards one another as an attraction and to call it gravitation, so the coherence of the smaller particles of matter or molecules is regarded as an attraction and is called cohesion or adhesion; cohesion, when the molecules are alike; adhesion, when they are unlike.

Cohesion

Put together two pieces of wax, or any similar substance, and point out that the sticking is due to that attractive force called *cohesion*.

Give many examples of cohesion. Freezing, lumps of matter, hardness, softness, brittleness of solids, resistance of solids. Welding, rubber, watch springs, clock springs. Crystals manifest a system of cohesion.

Cohesion is overcome with tools, as the saw, knife, axe, drill, chisel, nails, screws, etc., also with heat, as in expanding, melting, boiling, evaporation, etc.

Adhesion

Melt a small piece of glass tubing in an alcohol flame. Then draw it out as fine as possible. When cooled break off one part so that an open end of the fine piece can be used. Put this open end into colored water and notice that the liquid rises in the tube. This is due to adhesion between the liquid and the tube. This is sometimes called capillary attraction (from *capillus*, a hair), on account of the hair-like tube.

Give many examples of adhesion.

Gluing, sticking, cementing, use of mortar in building, wetting, use of blotting paper, use of towels, painting, crayon on the board, pencil marks, ink on paper, sap in plants, soldering, absorption.

Friction seems to result from adhesion and the roughness of surfaces in contact. Wheels of carriages are used to overcome friction. Men are constantly contending with friction by the use of oil. Many examples should be given. Walking on ground and on ice, skating, sliding, placing of furniture, use of castors, fibers of cotton, strings, ropes, and web, use of different metals to rub against each other, jewels in watches, etc.

LESSONS ON LIQUIDS

Downward pressure upon liquids is communicated sidewise



Get a tin salt sprinkler, $1\frac{1}{2}$ inches diameter, at a five-cent store. Punch two holes on opposite sides, half way down. Fill with water, and quickly press with the palm of the hand downward upon the open end. Streams of water will spurt impulsively at each movement of the hand.

Downward pressure of liquids is transmitted upwards



Take a student lamp chimney. Cut a piece of zinc or brass large enough to just cover the large end of the chimney. Punch a hole through the metal and put a string through long enough to extend through the chimney. Hold the metal to the lower end of the chimney by means of the string. Put the chimney into a jar of water and drop the string. The metal will be held in place by the upward pressure of the surrounding water.

Pressure on liquids is transmitted in every direction



Take a 12-inch piece of glass tubing, $\frac{1}{2}$ inch in diameter. Bend it, by melting, into the shape of a letter U, having the arms 4 inches long. Fit a piston into one arm so that it will move easily. Fill partially with water. Push the piston downward and the water will move sidewise and upwards.

This principle, illustrated in the preceding experiments, explains fountains, springs, and city water systems, etc.

Take an 18-inch piece of glass tubing. Taper one end. Bend about 3 inches as in Fig. Attach a small funnel by means of a piece of rubber tubing to the other end. Pour water into the funnel, and the downward pressure will force the water out of the small end in a stream like a fountain.



The same principle explains the Hydrostatic press

Procure at a ten-cent store a pan, circular in form, 1 inch in depth, 10 inches in diameter. Have the tinsmith fit a 3-inch tin tube, $\frac{1}{4}$ inch in diameter, into the side of the pan. Attach about 2 feet of rubber tubing to this small piece. Fix a funnel to the other end. Cover the pan with sheet rubber. Tie the rubber on very firmly. Have the tinsmith solder



a piece of wire around the pan to prevent the string from slipping. Pour water into the funnel and place a large dictionary upon the pan. The heavy book can be raised with a small quantity of water.

Pressure can be exerted through a liquid to force water into a vial



Fill a mustard bottle almost full of water. Fill partially a small vial so that it will just float. Invert it in the large bottle. It will float in an inverted position. Cover the top with a piece of sheet rubber and tie it firmly. The rubber in all these experiments is such as dentists use. Press with the finger upon the rubber and the vial will descend. Water is forced into the vial and makes it heavier.

LESSONS ON AIR

Air occupies space

Use the apparatus for preparing hydrogen, page 42. Put the free end of the rubber tubing into a bottle half filled with water. Pour water through the funnel tube. Notice the bubbles of air escape through the water from the rubber tubing. Pinch the rubber tubing, and then attempt to pour water through the funnel tube.

Air presses upon things exposed to it

The following experiments illustrate in different ways the pressure of air:

(a) Fill a wine-glass with water; place a card over the mouth and invert. The card will be held to the glass by the air pressure.

(b) Take a 10-inch piece of glass tubing. Put one end into water. Place the finger over the other end and withdraw the tube from the water. Some water will remain in the tube because the air presses. Remove the finger. The downward pressure of air equals the upward pressure, and the force of gravitation pulls the water downward.

(c) Procure a small oil can at a five-cent store. Punch a small hole in the bottom. Put some water into the can and repeat the parts of the preceding experiment.

(d) Fill a small vial with water and invert it. The water will be held in by the air.

(e) Cut a circular form, 4 inches in diameter, from a piece of sole leather. Put a stout string through the center. Soak in water, and press it with the foot upon the smooth surface of some heavy body like a stone. The object can be thus lifted.

(f) Fill a mustard bottle with carbonic acid gas. Pour in water to the depth of an inch. Put in an inch piece of caustic potash. Cover the mouth with sheet rubber and tie it securely. Shake the bottle and the solution will absorb the gas so as to leave a vacuum. The outside air will press the rubber into the bottle.

Illustration of the Barometer

Take a piece of glass tubing about 33 inches long. Close one end by melting. Fill with mercury by means of a small funnel fitted to the end with a piece of rubber tubing. Remove the funnel; place the finger over the end; invert, and put the open end into mercury in a saucer. If mercury can not be conveniently obtained, do the experiment with colored water. In this way the principle can be illustrated.

**Illustration of a Pump**

Procure a student lamp chimney. Fit a stopper with a hole through it into the smaller end. Put an 8-inch piece of glass tubing through the stopper so that the end shall be even with the inner surface of the stopper. Make a small rubber valve to cover the upper end of the tube. Fasten it to the stopper with a tack. Make a piston of wood to fit the chimney. Wind the large end with cotton wicking. Make a gimlet hole through the large end and cover it, on the upper side, with another rubber valve.

Air can be compressed

Fit a stopper, with a piece of tapered tubing through it, into an 8-ounce narrow-mouthed bottle. Put in some water. Blow into the bottle. The bubbles of air can be seen to rise through the water. On removing the mouth from the bottle, after blowing into the water, the expansion of the air will force the water out through the tube.

**A ball is suspended by a stream of air**

Put a pin through a pith ball as large as a cranberry. Insert the pin into the hole in a pipe stem, and then blow the ball upwards. The ball will be poised on the stream of air.

**Illustration of an Air Gun**

Procure a bean blower. Blow a pea or bean. Show that the force of air in the mouth sends out the object.

Siphon

A siphon can be made by bending a piece of glass tubing so as to have one arm longer than the other. Fill the tubing with water and then place the end of the shorter arm under the surface of water in a tumbler. Air pressure will force the water through the tubing because there is more water in the long arm and therefore the downward pressure of water is greater than in the short arm. Hence the water will be moved in the direction of the long arm.



LESSONS ON HEAT

When the string of a violin vibrates, sound is produced, and we are thus and in other ways led to believe that sound is motion. So it is probable that heat, like sound, is a vibration of the molecules or particles of matter.

Heat is produced in different ways. The common sources of heat can be illustrated as follows:

Common Sources of Heat

Friction

Let a brass button be rubbed on a piece of cloth. The metal of the button will be heated. In this way matches are heated, and many other common examples may be thought of.

Percussion

Let an iron wire be struck with a hammer, it will become hot. In this way heat is produced by percussion.

Chemical Combinations

Put about a cubic inch of lime into a test tube and then pour in water enough to saturate the lime; after a few minutes it will become hot. The heat is produced by the chemical union of the lime and the water. Heat is thus produced in all examples of fire by the chemical union of the fuel with oxygen.

There are other sources of heat, as the *sun* and *electricity*.

Effects of Heat

Solids are expanded by heat

Let an iron screw-eye, fitted into a wooden handle, be inserted into another screw-eye just large enough to receive it and to measure it as a gauge. Then heat the smaller screw-eye and it cannot be put through the larger one until it is cooled again. This shows that heat expands iron. Many examples of this effect can be recalled.



Liquids are expanded by heat

Take a piece of glass tubing about 12 inches long and $\frac{1}{4}$ inch in diameter, having one end closed; put into it some water and mark the height of the liquid by tying a piece of black thread around the tubing. Heat the liquid by moving the flame of an alcohol lamp along the tubing. Notice that the liquid slowly rises.



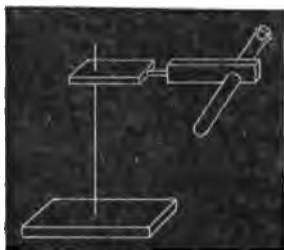
Gases are expanded by heat

Fit a stopper, having a piece of glass tubing 10 inches long in it, into a test-tube. Invert the tube over a glass of water so that the end of the tubing may be in the water. Heat the test-tube and bubbles of air will escape from the end of the tubing in the water. If the tube be allowed to cool, the air will contract and the water will rise to fill the space that has been left.



Heat changes (a) some solids to liquids, and (b) some liquids to gases

(a) The first of these truths can be illustrated by melting ice.



(b) Put some water into a test-tube and then fit a stopper into the open end. Heat the water and it will be changed into a gaseous condition, steam, which by its expansive force will drive the stopper from the tube. We can thus realize that heat exerts a repelling force; when it passes into water the molecules of the water are forced away from one another by the heat. If these molecules move against an object it may be moved. In this way heat is used through the steam engine to do the work of producing visible motion.

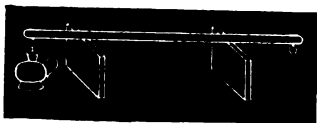
Sometimes heat decomposes a substance instead of melting it

Let some wood shavings be heated in a test-tube having a stopper with a piece of glass tubing in it. The wood will be decomposed into a gas, charcoal, and some other substances. The gas can be ignited at the end of the tubing.

The Transmission of Heat

I

Heat is conducted by metals



Attach a marble to the end of an iron rod, 10 inches long, by means of wax; then heat the other end of the rod. After a few minutes the wax will be melted and the marble will fall.

This shows that the heat is conducted by the rod.

Some solids are poor conductors of heat

One end of a clay-pipe stem may be heated red-hot and the other end can be put into the mouth without burning it.

Liquids are poor conductors of heat

Fill a test-tube nearly full of water and then put into the water a small piece of ice. Force the ice to the lower part of the tube by means of a pebble or something heavier than water. Heat the upper part of the water until it boils. It can be thus shown that the water will boil before the ice is melted, because the liquid does not conduct the heat.

Heat is transmitted through a liquid or a gas by the rising of the heated parts

Put a very small quantity of sawdust into some water in a test-tube. Heat the liquid and the particles will slowly rise, thus showing that the heated parts are lighter than the other parts. Currents are thus produced in liquids and gases.

Water boils at 212° F. and cannot under ordinary circumstances be heated hotter than this temperature

Put a thermometer* that is graduated to 212° above zero into a dipper of water. Heat the water until it boils. The mercury of the thermometer will rise to 212° and no higher. The heat does the work of changing the liquid to the gaseous condition. The heat which passes constantly into the liquid without making it hotter is called latent heat. Heat also becomes latent in changing a solid to a liquid.

By cooling the steam and thus changing it to the liquid condition, the formation of rain, dew, clouds, fog, etc., may be illustrated.

Water boils at a lower temperature when the pressure upon its surface is lessened

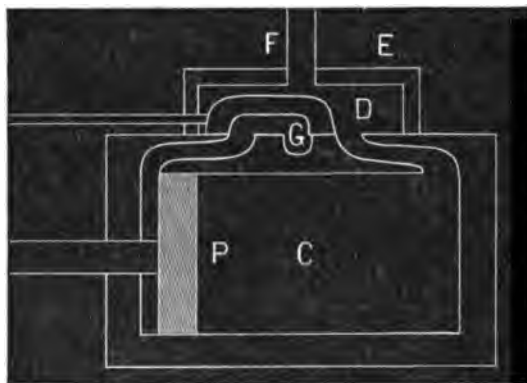
Boil some water in a test-tube. Then put a stopper into the open end so as to close the tube. The water will stop boiling. Invert the tube, and put some cold water on it by means of a wet cloth. The water will boil again, because the steam in the tube is condensed by the cold water on the outside. The pressure on the water is thus decreased and the water boils at a lower temperature.

* The thermometer may be studied in connection with this lesson.

THE STEAM-ENGINE

The steam-engine is a machine in which the expansive force of heat is made to produce motion. The heat passes into water and forces apart the molecules which by their pressure are capable of moving things.

The important parts of the steam-engine are, the cylinder, the piston, and the slide valve. These can be illustrated by a wooden model, as represented by Fig.



- C. Cylinder.
- P. Piston.
- E. Steam Chest.
- D. Sliding or D valve.
- F. Pipe conducting the steam from the boiler.
- G. Exhaust pipe that conducts the steam out of the cylinder.

The steam enters the steam-chest from the boiler and then passes through one of the openings or ports into one end of the cylinder. The piston is then pushed by the steam to the other end of the cylinder. Then the sliding valve is moved so as to close the first opening and to open the other. Thus the steam is allowed to enter the other end of the cylinder and to push the piston. At every stroke of the piston steam escapes from the cylinder through the exhaust-pipe under the valve.

A small toy engine may be used to exhibit other important parts,—the safety-valve that allows steam to escape from the boiler when the pressure is too great; the throttle-valve that controls the passage of steam into the cylinder; the whistle; the fly-wheel; etc.

It is well to notice that a small engine is an example of a high-pressure engine; that is, one in which the steam is sent from the cylinder into the air. The steam in this case has the air pressure to overcome. In a low-pressure engine the steam is conducted into a condenser, where it is condensed, and hence encounters no resistance.

The story of James Watt should be read. Many examples of the use of the steam engine should be given.

LESSONS ON MAGNETISM

A magnet attracts iron at its ends

Get a common horse-shoe magnet and some iron filings or shavings at a machine shop. Put the magnet on the iron filings so that all parts touch them. The iron will cling only to the ends.

A magnet will attract only iron and nickel of the common metals

Try zinc, tin, brass, lead, silver, etc., with a magnet.

A suspended magnet will point north and south

Magnetize a sewing needle by rubbing a magnet along its length. Thrust the needle through a small piece of cork. Let the cork float on water and the needle will point north and south.

Like poles repel one another; unlike poles attract one another

Place the north pole of the magnet, first, near the north pole of the needle and then, near the south pole. In the first case the end of the needle will be repelled; in the second, it will be attracted.

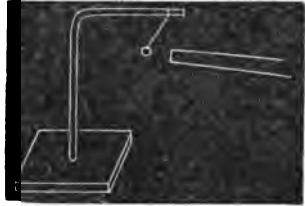
Magnetism will be induced in a piece of iron by placing a magnet near it

Place a magnet near a tack or small nail. The nail will attract another tack.

LESSONS ON FRICTIONAL ELECTRICITY

Electricity can be developed by friction

Bend a piece of glass tubing at a right angle. Fit it into a wooden base. Tie a small piece of dry pith by means of a silk thread to the glass tubing. Rub a stick of sealing wax with a dry piece of flannel and hold the wax near the pith. The latter will be first attracted and then repelled. A lamp chimney rubbed with silk can also be used.

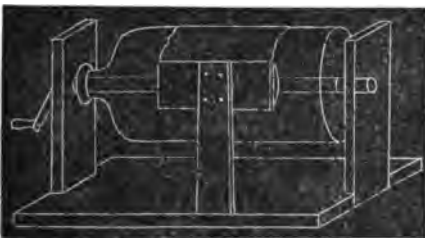


The law,—“Bodies charged with like kinds of electricity repel one another; with unlike kinds, attract one another,” can be illustrated with this apparatus.

Electricity can be conducted

Place a brass wire $\frac{1}{4}$ inch in diameter, about 18 inches long, with rounded ends, upon two glasses. Suspend from one end two pieces of pith by means of cotton thread. Put the electrified sealing wax near the other end. The pieces of pith will be separated. The electricity is conducted along the metal. Try a piece of glass tubing instead of the wire.

Illustration of an Electrical Machine



Buy a quart bottle with a narrow mouth. Get a machinist to drill a hole $\frac{1}{4}$ inch in diameter through the bottom. This can be done with a hard drill by moistening it with turpentine. Make a wooden shaft, $\frac{3}{4}$ inch in diameter, to pass through the bottle to the bottom. Cut another piece of the same diameter, 1 inch long. Bore a hole large enough for a long screw through the short piece and the end of the shaft. In this way fasten the shaft to the bottle, and have the short piece as an end projecting. Make a base and upright ends for the bottle to rotate in. Make a cushion by cutting a piece of wood 2 inches by 4, by putting hair on one side, and covering the whole with silk, leaving the end of the silk long enough to extend over the bottle. Fasten this cushion to the end of a piece of wood long enough to locate it opposite one side of the bottle. Fix this last piece by its free end to the base of the machine with a hinge.

Now make a conductor. Cut a piece of wood into the shape of the Fig., 4 inches long, $\frac{1}{2}$ inch thick. Round the corners and cover with tinfoil. Cut the heads from a dozen pins and stick them into the wooden piece so that their points can be placed opposite the bottle. Mount the wood upon a piece of glass tubing stuck into a wooden base. Shellac the ends of the bottle. Fit a crank to the end of the shaft. When operating the machine, hold the cushion to the bottle with the hand. A little amalgam must be spread on the cushion with lard. The amalgam can be made by melting a little mercury, zinc, and tin, or it can be obtained from the backs of old looking glasses. Be sure that all parts are dry and entirely free from dust.

Fine hemp can be made to rise by attaching it to a pin and fixing to the conductor.

Two pieces of pith can be made to separate by suspending them from the conductor on the ends of cotton thread.

A spark $\frac{3}{4}$ inch in length ought to be obtained in favorable weather.

Illustration of a Leyden Jar

Obtain a thin tumbler made of good glass. Line it and cover it with tinfoil as far as $\frac{3}{4}$ inch from the edge. Fit a circular piece of wood into the mouth of the tumbler. Put a brass shawl pin through the middle of the wood. Fasten a small (3 or 4 four inches) piece of brass chain to the lower end of the pin. Charge the jar by holding the head of the pin near the conductor. A discharger can be made from a copper wire. Bend the wire into the shape of the letter V. Fit it into the end of a 10-inch piece of glass tubing by means of a wooden plug and sealing wax.

The Leyden Jar can be discharged by touching one arm of the discharger to the outside tinfoil and the other arm to the pin.

By the foregoing experiments the following topics may be emphasized:

Generation of electricity.

Conductors.

Insulators.

Points.

Induction.

Light,

Heat,

Sound,

} from electricity.

LESSONS ON GALVANIC ELECTRICITY

Illustration of a Battery Jar



Take an 8-ounce, open-mouthed bottle. Fit into its mouth a wooden stopper. Drill through the stopper two holes. Put a carbon pencil through one and a zinc pencil through the other. The carbon pencil can be obtained at the electric light station and the zinc pencil from a dealer in electrical supplies. The zinc and carbon should not touch each other in the bottle. A small hole can be carefully drilled in the top of the carbon pencil and a small brass screw inserted. One end of a wire can be fastened to this screw. Another wire should be attached to the zinc pencil. There is generally a set-screw for this purpose.

The following liquid is to be prepared and put into the jar.
Potassium Dichromate solution:—

2 oz. Potassium Dichromate.

2 oz. Sulphuric Acid.

Adding powdered Dichromate little by little until a paste is formed, to which is to be added, while stirring, until the whole is dissolved, one quart of water.

The carbon and zinc are to be put into the solution. The zinc should be kept out of the solution when not in use. This can be done by means of a screw eye in the side of the stopper.

A current of electricity passing around a piece of wrought iron makes a temporary magnet

Wind two layers of insulated copper wire around a nail made of wrought iron. Connect one end of the wire with the carbon, the other with the zinc. The iron will attract tacks.

Illustration of the Telegraph

Make a piece like the figure. A represents iron posts, $1\frac{1}{2}$ inches high, wound with insulated copper wire. B is a small strip of iron. C is a screw eye. D is elastic cord. The rest of the piece is made of wood. Connect the ends of the wire around the posts with wires of the battery. The apparatus can be operated by breaking and closing the circuit. This is done by separating the ends of the wire. The elastic must not be too tense. The strip of iron must be near to the iron posts.



The second figure represents a piece of apparatus for closing the circuit. A is a piece of brass fastened to a wooden base. B is a brass tack or screw. Connect the tack with one wire of the battery and the brass strip with the other wire. Operate by pressing the strip downward.



NOTES

Air or Gas

As the lessons about water apply, in general, to all liquids, so do those about air apply to all gases. We live at the bottom of an ocean of air. Air being matter weighs something. Air pressure, therefore, is largely the weight of air above the surface of the earth exerted in every direction. The law of equal transmission of pressure is also true of gases.

In the experiment with the glass tube showing pressure, the downward pressure of air through the upper end of the tube merely overcomes the upward pressure of air. So the water is pulled out of the tube by gravitation. The same is true in the oil-can experiment.

If a bottle with a large mouth be inverted, the water that may be in it will run out because there will be room enough for the air to enter through the same opening and press downward.

In the pump experiment, the principle of downward pressure being changed to lateral and upward pressure is again exemplified.

The pith ball is held because the stream of air goes in the direction of a tangent to the ball and thus counteracts some of the air pressure on one side. The air pressure on the other side holds the ball in place.

Liquids

DEFINITIONS

A *solid* is that condition of matter whose molecules cohere so tenaciously that they cannot be easily moved apart.

A *liquid* is that condition of matter whose molecules do not cohere so tenaciously and can be easily moved apart.

A *gas* is that condition of matter whose molecules do not cohere at all, but tend to separate.

*Solids.**Liquids.**Gases.*

Molecules are near together. Molecules are easily moved. Molecules are far apart.

The words, gas and vapor, are now nearly synonymous.

The freedom of the molecules to move among themselves in a liquid is the reason why pressure exerted in one direction is transmitted equally in all directions. This principle is the most important lesson to be learned concerning liquids because it underlies so many phenomena in which liquids act a part. Running water, springs, artesian wells, fountains, city water systems, hydrostatic presses, water-wheels, water motors, pumps, floating vessels, are examples of common applications of the principle of transmission of pressure due to the movableness of molecules.

The pressure sometimes originates in the weight of part of the liquid; that is, force of gravitation pulls the liquid and this force is communicated in every direction. This is true in the case of springs, rivers, floating bodies, etc.

Sometimes a liquid is forced by applied pressure through a small opening. Supposing that opening is a square inch and the pressure is ten lbs.; that pressure of 10 lbs. will be exerted upon every square inch that the liquid touches. If it touches a surface of 10 inches, the pressure felt on the whole surface will be 100 lbs. This explains the hydrostatic press.

Frictional Electricity

All bodies of matter are supposed to be capable of affording two kinds of electricity, positive and negative. When two non-conductors, like silk and glass, or flannel and sealing-wax, are rubbed together, one kind of electricity seems to be excited and accumulated on one substance, and the other kind, on the second substance.

So the sealing-wax is charged with negative electricity. When it is put near the pith, the positive electricity of the pith is drawn to the side of the pith nearest to the sealing-wax. Hence the piece of pith is first attracted to the sealing-wax; at the moment of contact the positive electricity escapes into the sealing-wax and leaves the pith charged only with negative electricity; then it is repelled by the sealing-wax which is also charged with negative electricity. When the pith is touched by the hand it is connected with the earth and its original condition is reproduced; then the pith is attracted again because there is some positive electricity in it.

Electrical Machine

When the bottle of the electrical machine is rubbed by the silk cushion, the glass is charged with positive electricity. As the glass passes the points of the conductor the negative electricity is attracted from the conductor and is drawn to the glass. This event leaves positive electricity in the conductor. The silk cushion is charged with negative electricity by the rubbing. In order to reproduce its natural condition the cushion must be connected with the earth by the hand or by a chain.

Leyden Jar

The tin-foil inside of the jar is charged with positive electricity. The surrounding glass prevents its escape. This positive electricity seems to exert an influence through the glass and attracts negative electricity from the earth into the outside tin-foil. Thus two pieces of tin-foil are charged with opposite kinds of electricity. This influence exerted by one body upon another at a distance is called *induction* in distinction from conduction, which implies transmission of electrical energy from one body to another.

When the two charged bodies are connected by means of a discharger or piece of metal, an exchange of electrical energy takes place. This illustrates the phenomena of lightning and thunder. Two clouds charged in some way with opposite kinds of electricity discharge into each other when they come together.

Galvanic or Voltaic Battery

The law,—when substances unite chemically, electricity is produced,—is the principle of a battery. A battery is simply an arrangement for producing electricity from a chemical change and sending it where it may be used. Zinc is very effective in producing chemical changes; especially with sulphuric acid, as we have observed in the hydrogen experiments. Therefore, zinc is generally one of the substances used in a battery. The other solid is used to conduct the electricity away. It should be some substance that is not affected chemically by the liquid that is used.

Electro-Magnetism

When a current of electricity passes around wrought iron it magnetizes the iron temporarily. This is the principle of the telegraph apparatus, electric bells, the electric fire alarm, etc. The wire of the circuit must be so covered with insulating material that the metal of the wire shall not touch the iron. Care must be taken to wind the arms of the magnet in opposite directions in order that the poles may be different. Steel is magnetized permanently in this way.

LESSONS ON THE CANDLE FLAME

Three parts in a candle flame may be studied as follows:



1. Interior filled with gas which is composed of Hydrogen and Carbon.
2. Place where Hydrogen unites with Oxygen of the air, forming water. Carbon is here set free and is heated so as to give out light.
3. Place where Carbon unites with Oxygen of the air, forming Carbonic Acid Gas.*

There is gas inside of the flame

Take a piece of glass tubing, 10 inches long, $\frac{1}{4}$ inch in diameter inside. Put one end, holding the tube vertical, into the upper part of the place in the flame, marked 1. The gas will rise through the tubing and can be ignited at the upper end. The tubing can be held by wrapping a narrow strip of paper around it. Repeated trial may be necessary in order to hold the tubing steadily enough. Brace the arm against the body.



*Some chemists refer to another part at the base of the flame where complete combustion takes place. The three parts mentioned above seem most useful for the purpose of these lessons.

There is free Carbon in the luminous part of the flame

Put a small piece of glass tubing across part 1; then across part 2. In the latter case soot or carbon will be deposited upon the glass.

This experiment should be emphasized as illustrating the principle of the common sources of light, namely: *A solid is heated so as to shine*. This principle is forcibly exemplified in the electric and lime lights.*



The wick draws the liquid part of the candle upwards

Put a spoonful of water colored with ink into a watch crystal or saucer. Touch the lower surface of a lump of sugar to the liquid. The latter will rise through the pores of the sugar, being drawn by that form of adhesion called *capillary attraction*.

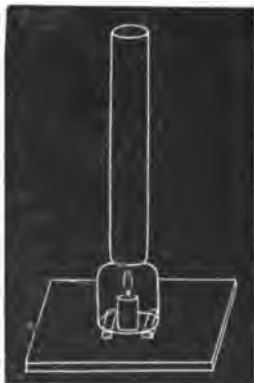
Water is formed by a burning candle

Hold a cold, dry wine glass, or goblet, over a candle flame. Water will be deposited upon the glass. The glass must not be held long enough to be heated so as to evaporate the water.

Carbonic Acid Gas is formed by a burning candle

Take a piece of iron wire about 15 inches long. Bend one inch of the wire upward. Stick the point of the bent end into a piece of candle one inch in length. Ignite the candle and lower it into a fruit jar or 8 oz. bottle. Place a piece of glass, or some other cover, over the mouth of the jar. The candle flame will gradually go out. Pour into the jar, after removing the candle, a little clear lime water. The lime water will be turned milky white, showing the presence of carbonic acid gas. This gas always turns lime water white.

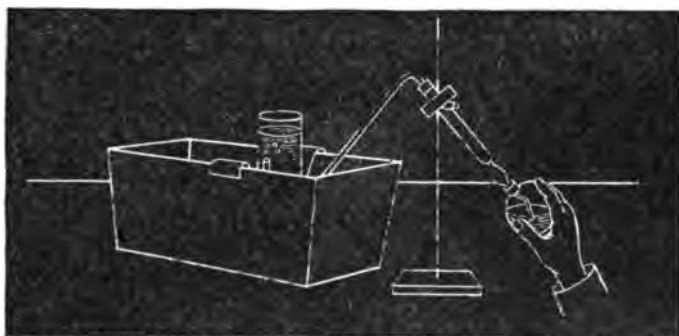
Prepare the lime water by allowing a piece of common lime, as large as a hen's egg, to remain in a quart of water for three or four hours; then filter the liquid through filter paper put into a funnel. Bottle the clear liquid and keep for future use.

A supply of air is necessary to sustain a flame

Put a small piece of candle on the table. Ignite the candle and put over it a student-lamp chimney. The flame will go out. Ignite again, and place two matches under the chimney so as to leave an opening. The candle will continue to burn. This illustrates the need of draught.

LESSONS ON OXYGEN

Oxygen is a gas, colorless, and odorless. It may be obtained by heating Potassium Chlorate and Manganese Dioxide



Mix a teaspoonful of Potassium Chlorate with an equal quantity of Manganese Dioxide. Put the mixture into a 6-inch test tube. Put the tube into the holder. Fit a stopper into the test tube. The stopper should have a hole through it, with two inches of glass tubing inserted. Attach to the glass tubing 18 inches of rubber tubing. Procure a rubber stopper, with a hole in it, at the druggist's. A cork can be used, but rubber is preferable and can be used for other experiments.

The gas must be collected over water. Procure at a "ten cent store" a bread pan. Fit a shelf of zinc, 2 inches wide, $1\frac{1}{2}$ inches below the upper edges of the pan. This shelf can be hung by bending the ends of the zinc strip over the edges of the pan. Use mustard or similar bottles for holding the gas. Pieces of glass, for covers, can be obtained at a store where window glass is sold. Fill the pan with water. Fill a bottle with water by placing it upon its side within the pan. Invert the bottle and place its open end upon the shelf, which must be about 1 inch below the surface of the water. Let a boy hold the bottle in this position. Now incline the test tube containing the mixture toward the pan. Put the free end of the rubber tubing, under the surface of the water, into the

mouth of the inverted bottle. For this purpose, either there must be a hole in the shelf, or the mouth must project over the edge of the shelf. Now gradually heat the test tube with an alcohol lamp, by moving the flame along the side of the tube. Heat so that the gas may come from the upper part of the mixture first. An alcohol lamp can be borrowed from a druggist, or can be made by fitting a stopper, with a piece of tubing through it large enough for a wick, into a mucilage bottle. Be sure that the powders are pure when they are purchased. They must be free from pieces of paper, wood, or other foreign substances, especially the black powder. Heat a little of the mixture in a spoon for trial. There should be no explosive effect. After filling the bottles successfully with gas, put glass covers over their mouths, and remove them from the pan, keeping them covered until used. After the gas ceases to come off be sure to remove the end of the rubber tubing from the water, so that the water shall not flow into the cooling test tube and crack the glass. The test tube can be washed when cooled.

A candle will burn better in oxygen than in air

Fix a piece of tallow candle upon the holder. Ignite, and after allowing the candle to burn a few minutes, extinguish the flame so as to leave a spark. Lower into a bottle of oxygen and the spark will burst into a flame. Be sure to leave a spark. A tallow candle is preferable on account of its large wick.

Steel or iron will burn in oxygen

Cut a circular piece of wood large enough to cover the mouth of a bottle. Insert a piece of watch-spring through the middle of the cover. Pulverize a small piece of sulphur. This is better than flour of sulphur. Heat an end of the watch-spring; touch it to the sulphur, ignite and put it into the oxygen. The sulphur will first burn with a blue flame, and then the iron will burn with bright sparks. Care must be exercised to have enough sulphur on the watch-spring, otherwise the steel will not burn. Similar experiments can be done with a piece of bark and with zinc. Picture wire is sometimes used with greater success, as repeated trial is often necessary with a watch-spring.

LESSONS ON CARBON

Show to the class different forms of carbon, as

CHARCOAL,
ANTHRACITE COAL,
BITUMINOUS COAL,
LAMPBLACK,

DIAMOND,
GRAPHITE,
COKE,
GAS CARBON

When organic matter is heated in a partially closed place, gaseous matter is driven off and carbon remains

Put some wood shavings into a test tube. Put the stopper having about five inches of glass tubing through it, into the test tube. Heat gradually, and gas will pass off that can be made to burn at the end of the tubing. Charcoal will remain.

Illuminating gas is obtained from bituminous coal

Repeat the preceding experiment with cannel coal. Notice the coal tar in the test tube.

Carbon is used to remove oxygen from the ores of metals

Place a small quantity of lead oxide, or Litharge, as large as a pea, on a piece of charcoal. Direct the flame of the alcohol lamp

upon the oxide, by means of a blowpipe. The material will be melted, and a globule of lead will soon appear. The oxygen has thus been taken from the compound by the carbon.

A blowpipe can be made by taking a 12-inch piece of glass tubing, and by melting a piece about three inches from the end; pull off the small piece, thus leaving a tapered end. Then heat another place, 3 inches from the tapered end, and bend the small part at a right angle to the long part.

Carbon can be used to absorb impurities

Fix a filter paper into a funnel. Put into the paper $\frac{1}{2}$ pint of bone black. Color some water with ink and pour it through the carbon. After repouring a few times the liquid will come through clear.

LESSONS ON HYDROGEN

Hydrogen is obtained by putting together Zinc, Sulphuric Acid, and Water

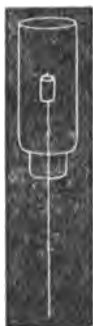
Fit a stopper, with two holes through it, into a mustard bottle. Put through one hole a glass tube having a funnel



top. Let it extend nearly to the bottom of the bottle. A funnel tube can be bought of the druggist. It will be needed for other experiments. A rubber stopper is preferable. Through the other hole put a 3-inch piece of glass tubing, to which attach a piece of rubber tubing. Cut some sheet zinc into pieces small enough to be put into the bottle. Let the zinc be

about $\frac{3}{4}$ inch in depth. Pour in water to the height of about $1\frac{1}{4}$ inches. Gradually add sulphuric acid through the funnel tube until the gas comes off freely. If the gas fails to come off, see if there is a leak around the tubes. Pack with paper if they are loose. Shake the bottle slightly; add more zinc. Be sure that the rubber delivery tube is not bent or stopped in any way. In that case the liquid will overflow. The gas must be collected over water.

A candle will not burn in hydrogen, but the gas will itself burn



Attach an inch piece of candle to a stick or wire; ignite and raise it slowly into an inverted bottle of hydrogen. The flame will be extinguished, but will be rekindled on slowly withdrawing the candle. The gas burns at the mouth of the bottle.

Water is formed when hydrogen burns in air

Procure a 4-ounce narrow-mouthed bottle.* Put into it the materials for preparing hydrogen. Fit a stopper with a 5-inch piece of glass tubing through it. Let the tubing be tapered at the upper end. This can be done by melting and drawing out. Wait five or six minutes after the gas has begun to be evolved rapidly, and then ignite the jet. Before doing this, wrap a towel or some thick cloth around the bottle to prevent the glass from flying in case that the bottle should burst. *This may happen if the air be not entirely driven from the bottle before the gas is ignited. Care must be exercised upon this point.* Hold a cold, dry wine glass or goblet over the gas flame and water will be deposited.

A hydrogen flame will produce sounds called "Hydrogen Tones"

Procure a glass tube 12 or 18 inches long, $\frac{3}{4}$ inch in diameter. Place it over the flame as produced in the last lesson and tones can be heard. The pitch varies if tubes of different sizes are used.

* The bottle used in preparing H will be suitable for this experiment if it be furnished with a stopper having only one hole.

LESSONS ON CARBONIC ACID GAS

Carbonic Acid Gas can be obtained from Marble or Chalk

Use the same apparatus as employed in preparing H. Break marble or chalk into small pieces. Put them into the bottle and pour in a little hydrochloric acid. Prepare the gas in the same way as that in the preparation of hydrogen, excepting the marble and the acid.

A candle will not burn in Carbonic Acid Gas, neither will the gas burn

Lower a small piece of lighted candle into a jar of this gas. The flame will be extinguished.

Carbonic Acid Gas will turn lime-water milky white

Pour some clear lime-water into the gas. The liquid will be turned white.

We exhale the gas

Breathe through a tube into lime-water. The liquid will be turned white.

Notice in these experiments that an excess of the gas in the liquid produces a clearness by causing the liquid to dissolve the white substance formed.

Water will take up this Gas

Fill a test tube half with this gas and half with water. Place the thumb over the open end and shake. The tube will remain upon the thumb. The water absorbs the gas and leaves a vacuum. The outside air presses on the tube and holds it upon the thumb.

Acids turn blue litmus and purple cabbage, red

Fill partially three test tubes with water. Drop a little acid into each. Use sulphuric and hydrochloric acids and vinegar. Drop litmus infusion into each acid. In each case a beautiful red color will be produced. The same result can be attained with purple cabbage infusion. Infusions can be prepared by mixing litmus, and by boiling purple cabbage with water.

Carbonic Acid Gas and water form an acid.

Put a piece of litmus paper into the liquid containing the gas. After remaining a short time the paper will be turned red. Litmus paper can be bought, or prepared by soaking filter paper in litmus infusion and drying.

Carbonic Acid Gas is so heavy that it can be poured downward.

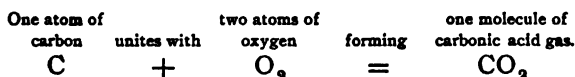
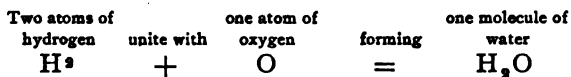
Ignite a small piece of candle, put it into a tumbler, and pour the contents of a bottle of carbonic acid gas upon the flame. It will be extinguished.

NOTES

The Candle Flame

If a piece of ice be heated long enough, it will be changed first to the liquid condition and then to the gas — steam. It thus seems natural that the tallow, paraffine, or wax of a candle should be changed by heat first to a liquid condition and finally to a gas. This gas is composed mainly of hydrogen and carbon. Hydrogen has a stronger attraction for oxygen than carbon has, therefore the hydrogen probably unites with the oxygen first. This begins to take place in the second part of the flame. There the carbon is left in an uncombined condition by the separation of the hydrogen. The particles of carbon are heated so as to shine, that is, so as to give off light. The carbon passes upward where there is more oxygen, and unites with it. Water is composed of hydrogen and oxygen, therefore water is formed when these substances unite in the candle flame. Carbonic acid gas (more properly called carbon dioxide) is composed of carbon and oxygen, therefore this compound is formed when carbon and oxygen unite in the third part of the flame.

The following is an easy way of representing the changes just described :



Do not be afraid of the word molecule. It simply means the smallest particle of any substance that exists alone. An atom is the smallest portion of a simple substance that we can imagine. A molecule is made of atoms united. Generally the word molecule is applied to the smallest portion of a compound made of atoms of simple substances.

A molecule is the smallest portion into which a substance can be divided and still remain that substance in an uncombined condition.

An atom is, generally, a still smaller portion produced by the division of a molecule by chemical means and is supposed to be indivisible.

The candle flame represents all common cases of fire, whether they be fire in a stove, gas flame, lamp flame, or a raging conflagration.

We are by the study of fire introduced to the essential principles of chemistry. We are led to consider the uniting of substances to form new kinds of matter; the production of heat by chemical union; the fact that heat favors chemical union; the change in properties that results from chemical changes; the idea of molecule, of atom; the force called chemical affinity or attraction; compound and simple substances; an easy way of representing truth by letters or symbols; the law of substances uniting in definite proportions. These thoughts underlie and reach into the commonest phases of life, as well as the other branches of physical science. Therefore this chapter of truth may be advantageously studied early. The knowledge thus acquired especially elucidates physiology. The changes in the animal body are analogous to the action in combustion and cannot be thoroughly appreciated without some chemical knowledge. The same might be shown concerning the relation of chemistry to other branches, especially geography.

Oxygen

Fire leads us to oxygen. Oxygen constitutes by weight :

About 1-5 of air.

8-9 of water.

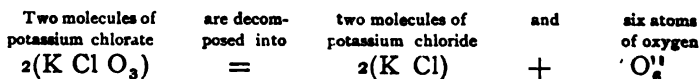
1-2 of the earth.

3-4 of animal bodies.

We depend upon it for every act of the body, yes, for the very thoughts of the brain. Need we stop to advocate its consideration in a broad education ?

Potassium chlorate is composed of potassium, chlorine, and oxygen. Heat drives the oxygen away from the potassium chlorate, leaving a compound of potassium and chlorine in the tube.

This decomposition may be simply represented thus :



Several things must be thought of concerning these letters. K stands for kalium, the Latin word for potassium; the significance of the other letters is obvious. In each molecule of potassium chlorate there are three atoms of oxygen, one atom of chlorine, and one of potassium. Therefore six atoms of oxygen are obtained from two molecules of the compound. Potassium chlorate and potassium chloride are different compounds; do not mistake one for the other on account of similarity in composition and name. The manganese dioxide is used because by its presence the oxygen is liberated from the potassium chlorate more slowly and at a lower temperature. The manganese dioxide remains unchanged in the tube.

In the candle experiment a spark is left to furnish heat, according to the law,—heat generally favors chemical change.

Sulphur is put upon the watch-spring for the same purpose. The iron of the watch-spring unites rapidly with the oxygen, forming a compound called iron oxide. All compounds of oxygen and another simple substance are called oxides.

Carbon

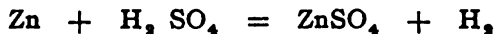
Another substance suggested by the candle flame is carbon. The experiment with the shavings illustrates how mineral coal was formed, namely, by the decomposition of vegetable matter. Wood, in the process of burning, is first decomposed. Gas is given off and burns with a flame. The appearance of flame always indicates that a gas is burning. A match burns with a flame because the wood is first decomposed by heat into coal and a gas that burns. Bituminous coal differs from anthracite in this respect, that the gas was not all driven from the material in the process of decomposition. It is not known why this was so. Bituminous coal, therefore, burns with flame and much smoke, as the gas takes the oxygen and much carbon escapes unburned. Bituminous coal is a good fuel to heat flue boilers because the flame extends into the flues.

Besides the retorts for holding the heated coal at the gas works, there are arrangements for removing impurities from the gas. A tar cistern receives the tar. Several cold water pipes condense the ammoniacal vapors. A filter of lime absorbs other gases. From coal tar beautiful aniline dyes and other useful substances are made.

The use of carbon in removing oxygen from ores should be recognized in order that the advantage of our coal deposits may be appreciated. We get our iron by the help of coal. The influence of iron upon civilized society is inestimable.

Hydrogen

Hydrogen is obtained from the sulphuric acid, which is composed of hydrogen, sulphur, and oxygen. The zinc takes the place of the hydrogen or unites with the sulphur and oxygen and forms a white salt called zinc sulphate. The water is used to dissolve the salt as fast as it is formed so as to keep it from covering the zinc. The chemical change can be simply represented as follows:

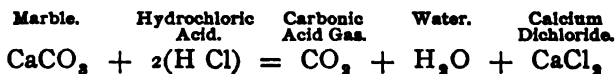


Hydrogen is the lightest substance in the universe. It is very inflammable. A mixture of hydrogen and oxygen or hydrogen and air is very explosive. This explains why mines are often blown to pieces. Gas containing hydrogen is set free from the coal where it has been imprisoned for ages, mixes with the air, and the mixture explodes on the presence of flame or heat. The hydrogen unites with the oxygen, forming water. Hydrogen tones are due to the vibration of the column of air, caused by the rapidly burning hydrogen.

Carbonic Acid Gas

This gas is now called carbon dioxide; its symbol is CO_2 . The "di" of the name indicates that there are two atoms of oxygen in the molecule.

The gas is obtained from the marble. The hydrochloric acid is used to decompose the marble and set the gas free. The change may be represented as follows:



The water is used to dissolve the CaCl_2 .

A candle flame is extinguished in CO_2 , because there is no free oxygen to unite with the material of the candle. This truth should be used to make plain the effect of CO_2 in breathing.

Lime is invisible in lime water because the compound which it forms with water is dissolved, that is, the solid is separated into its molecules and these are too small to be seen. When CO_2 is put with lime water the lime unites with the CO_2 and forms chalk which, being insoluble in water, appears as a white solid, in particles suspended in the water. This settles after a while as a precipitate.

CO_2 is formed in respiration because the carbon of the body unites with oxygen of the air, thus forming CO_2 .

Soda water is formed by putting a compressed volume of CO_2 into water; called "soda" because soda was formerly used in furnishing the CO_2 . Marble is generally used now.

Litmus is a blue substance obtained from the plant called lichen. It is commonly used for testing acids and alkalis.

The former turn it red; the latter turn it back to blue.

Dry CO_2 will not turn blue litmus red. That is why CO_2 is no longer regarded as an acid; while CO_2 and water will affect litmus. Therefore the compound formed by CO_2 uniting with water is carbonic acid; its symbol is H_2CO_3 .
 $\text{CO}_2 + \text{H}_2\text{O} = \text{H}_2\text{CO}_3$.

BIRD DAY

'All animals have rights which man is bound to respect.'

"A bird in the bush is worth two in the hand."

THE BIRDS AND THE HOURS

I

4 A. M.

Who is the bird of the early dawn?
The brown capped Chippy, who from the lawn
Raises his wings and with rapture thrills,
While his simple ditty he softly trills.

5 A. M.

Who is the bird of the risen sun?
The Robin's chorus is well-nigh done
When Bobolink swings from the clover high
And scatters his love notes across the sky.

9 A. M.

Who is the bird of the calm forenoon?
The Catbird gay with his jeering tune,
Who scolds and mimics and waves his wings
And jerks his tail as he wildly sings.

NOON.

Who is the bird of the middle day?
The green-winged, red-eyed Vireo gray,
Who talks and preaches, yet keeps an eye
On every stranger who passes by.

5 P. M.

Who is the bird of the afternoon?
The Wood Thrush, shy, with his silvery tune
Of flute and zither and flageolet;
His rippling song you will never forget.

7 P. M.

Who is the bird of the coming night?
The tawny Veery, who, out of sight
In cool dim green o'er the waterway,
The lullaby echoes of sleeping day.

9 P. M.

Who is the bird that when all is still
Like a banshee calls? The Whip-poor-will;
Who greets the Nighthawk in upper air
Where they take their supper of insect fare.

. MIDNIGHT

Who are the birds that at midnight's stroke
Play hide-and-seek in the half dead oak?
And laugh and scream 'til the watch dog howls?
The wise-looking, mouse-hunting young Screech Owls.

ALL IN CHORUS

Good Night! Good Day!
Be kind to the birds and help repay
The songs they sing you the livelong day,
The bugs they gobble and put to flight —
Without birds, orchards would perish quite!
Good Day! Good Night!

(One child asks the question, "Who is the bird?" etc., and another answers with the remainder of the verse. Written for Bird Day Program by Mrs. M. O. Wright, Fairfield.)

II

THE LEGEND OF THE SALT

BY FRANK M. CHAPMAN

A great many years ago a little boy whom I knew very well accepted the advice of an elder, and went out with a saltcellar to make friends with the birds. But they would not have him, even with a "grain of salt," and it was not until he was considerably older that he learned he had begun his study of birds at the wrong end. That is, you know, the wrong end of the bird, for it is not a bird's tail, but his bill, you must attend to if you would win his confidence and friendship.

So, instead of salt, use bread crumbs, seeds, and other food, and some day you may have an experience which will surprise

those people who would think it a very good joke indeed to send you out with a saltcellar after birds. I have recently had an experience of this kind. It happened in the heart of a great city, surely the last place in the world where one would expect to find any birds except House Sparrows. But Central Park, New York City, the place I refer to, contains several retired nooks where birds are often abundant. A place known as the "Ramble" is a particularly good one for birds, and during the past winter, when it was not too cold, I have often gone from my study in the near-by Museum of Natural History to eat my luncheon with the birds in the Ramble. Many other bird-lovers have also visited the park to study and feed the birds, and, as always happens when birds learn that they will not be harmed, they have become remarkably tame.

This is especially true of the Chickadees, who, under any circumstances, seem to have less fear of man than most birds. When I entered the Ramble they soon responded to an imitation of their plaintive call of two high, clearly whistled notes. And in a short time we became such good friends that I had only to hold out my hand with a nut in it to have one of them at once perch on a finger, look at me for a moment with an inquiring expression in his bright little eyes, then take the nut and fly off to a neighboring limb, where, holding it beneath his toes he would hammer away at it with his bill, Blue Jay fashion. So, after this, we won't go out with saltcellars, but with a supply of food; nor should we forget to take a "pocketful of patience," which, Mrs. Wright says, is the salt of the bird-catching legend. — *From Bird-Lore, by permission of The Macmillan Co.*

III

SUITABLE POEMS ABOUT BIRDS

The Birds of Killingworth,	.	.	.	.	Longfellow
The Chickadee	.	.	.	.	Emerson
The Wood Pewee	.	.	.	.	Trowbridge
The Water Fowl	.	.	.	.	Bryant
The Humming Bird	.	.	.	.	Fawcett
The Oriole (in Under the Willows),	.	.	.	.	Lowell

IV

PLANT TREES

LINES WRITTEN FOR AN AGRICULTURAL EXHIBITION IN 1858 BY JOHN
G. WHITTIER

This day, two hundred years ago,
The wild grape by the river's side,
And tasteless groundnut trailing low,
The table of the woods supplied.

Unknown the apple's red and gold,
The blushing tint of peach and pear;
The mirror of the Powow told
No tale of orchards ripe and rare.

Wild as the fruits he scorned to till,
These vales the idle Indian trod;
Nor knew the glad creative skill, —
The joy of him who toils with God.

O Painter of the fruits and flowers!
We thank thee for thy wise design
Whereby these humble hands of ours
In Nature's garden work with thine.

And thanks that from our daily need
The joy of simple faith is born;
That he who smites the summer weed
May trust thee for the autumn corn.

Give fools their gold and knaves their power;
Let fortune's bubbles rise and fall;
Who sows a field or trains a flower,
Or plants a tree, is more than all!

For he who blesses most is blest,
And God and man shall own his worth
Who toils to leave as his bequest
An added beauty to the earth.

And soon or late to all that sow,
A time of harvest shall be given;
The flowers shall bloom, the fruit shall grow,
If not on earth, at last in heaven.

V

MATILDA ANN

I knew a charming little girl,
Who'd say, "Oh, see that flower!"
Whenever in the garden
Or woods she spent an hour.

And sometimes she would listen,
And say, "Oh, hear that bird!"
Whenever in the forest
Its clear, sweet note was heard.

But then I knew another —
Much wiser, don't you think?
Who never called a bird a "bird";
But said "the Bobolink"
Or "Oriole" or "Robin"
Or "Wren," as it might be;
She called them all by their first name,
So intimate was she.

And in the woods or garden
She never picked "a flower";
But "anemones," "hepaticas,"
Or "pansies," by the hour.
Both little girls loved birds and flowers,
But one love was the best:
I need not point the moral,
I'm sure you see the rest.

For would it not be very queer,
If when, perhaps, you came,
Your parents had not thought worth while
To give you any name?
I think you would be quite upset,
And feel your brain a-whirl,
If you were not "Matilda Ann,"
But just "a little girl."

ALICE W. ROLLINS, in the *Independent*.

THE MYTH OF THE SONG-SPARROW

BY ERNEST SETON-THOMPSON

His mother was the Brook, his sisters were the Reeds,
And they every one applauded when he sang about his deeds.
His vest was white, his mantle brown, as clear as they could be,
And his songs were fairly bubbling o'er with melody and glee.
But an envious Neighbor splashed with mud our Brownie's coat
and vest,
And then a final handful threw that stuck upon his breast.
The Brook-bird's mother did her best to wash the stains away,
But there they stuck, and, as it seems, are very like to stay.
And so he wears the splashes and the mud blotch as you see,
But his songs are bubbling over still with melody and glee.

From Bird-Lore, by permission of The Macmillan Co.

VI

JOHN JAMES AUDUBON

Children, do you all know what we are celebrating here today? We are doing honor to the trees and birds. We are trying to encourage you to plant trees and to care for them, and then to be interested in the little creatures that live in the trees. To understand them and so love them that not a bird in Connecticut shall ever be made nervous by the sight of a slingshot or by seeing the body of a dead relative on some little girl's hat.

The birds have not had many friends to protect them in the past. It is only lately that in some of the states large numbers of men, women, and children have formed themselves into companies, for bird study and protection, called "Audubon Societies."

Now, Audubon, for whom these societies are named, was one of the very first friends the birds ever had in this country. He loved them for their beauty and for their wild, shy ways from the time when he was a little boy.

John James Audubon was born in Louisiana about a hundred and twenty-five years ago, only a few years before we made our Declaration of Independence. It was an interesting time to be an American boy, and Audubon was always proud to remember that his father had been the friend of Lafayette and Washington. He was taken, when still a child, to France, his mother having met with a most tragic death during an insurrection of negroes in San Domingo. A most charming French woman soon became his father's second wife, but, unlike the usual fairy-story step-mother, she was almost too kind and too indulgent to our little John. While his father was away in America, on missions for France, all she asked of the little boy was to be happy, and happy he was in his own way. In the morning he was off for the woods with his lunch basket, filling it before his return with all sorts of curiosities in the way of flowers, lichens, and queer pebbles. His father had always loved those things himself, and had encouraged his boy when they had taken their walks together, in every little habit of observation. But

he was not satisfied on his return, because the lessons had been neglected on account of these collections. For many years our young naturalist was kept away from home at school, where more attention was given to the study hour. Every leisure moment, however, was spent in the woods. Each creature there had its charm, and not a bird flitted past him but was watched and listened to till every habit and note was familiar. He was never satisfied till he had examined closely every one of them, but he soon found that to simply possess a dead bird was a very unsatisfactory and disappointing affair. It was then he made his first attempt to reproduce them on paper, making them as lifelike as possible. Fortunately he had always found drawing one of the most fascinating of his studies, and by the time he left France, at seventeen years of age, to make his home in America, he had more than two hundred drawings of birds.

His father gave him a farm near Philadelphia and I suppose expected him to make his fortune; and so he might have done if he had given half the time and attention to it that he did to his little feathered friends.

He married a lovely English girl who lived near him in Pennsylvania, and together they went to Kentucky to found a home and fortune in that new country. But always there was the same Audubon finding his best pleasures in the leafy stillness of the woods and gaining comfort for his many business disappointments in the songs of his little friends. He had known the woods about New York and Philadelphia very well, and now he wandered for months at a time through the Western wilds. We can imagine him, the figure we have become so familiar with from the pictures, with his sturdy frame, his large piercing eyes, and the long hair curling on his shoulders, resting for hours under the wide leafy dome and watching the flitting creatures about him.

Many a time he was without a dollar in his pocket with which to supply the needs of his wife and children, but he never lost interest in the wonderful set of drawings he was making of American birds, nor did his wife fail to sympathize with him and to help all she could by bearing cheerfully their

many hardships. After his bird pictures were made, how was he to have them printed? It was finally arranged with great difficulty that he should go to England and try to have his work lithographed by persuading enough rich men to subscribe to it to pay the expenses. For ten years Audubon carried the drawings from place to place in England, Scotland, and France. A little story is told of his modesty and fright in approaching the house of Lizars, the skilled engraver. He hardly dared to open his portfolio, and with trembling hands he showed the first drawing. Mr. Lizars sprang from his seat, exclaiming: "Oh! I never saw anything like this before."

One hundred and forty-four subscribers were secured for the book, and it was the means of placing Audubon and his family in comfortable circumstances for the rest of his life. There are one hundred and seventy-five of these original copies known to be in existence, eighty of which are in America. The cost of printing them was over one hundred thousand dollars, and the copies that are rarely thrown on the market now bring from fifteen hundred to two thousand dollars.

You may be sure that after this success Audubon returned to his beloved America. He never became too old or too rich to lose his interest in the woods. He started a work on quadrupeds with Dr. Backman, following the same plan as the one on birds, and his son finished it after his death. The last house that he occupied and where he lived in comfort and with honor was a farm that is now a part of New York city. You may have heard of Audubon Park. That park is a part of the old Audubon farm. So, if any one asks you who Audubon was, and why American children should honor him, say: "He was the first man to devote his life to the study of the birds of our wonderful country, and the beautiful portraits he painted of them have made these feathered brothers known all over the world." And perhaps if there is a library in your town you, too, may be fortunate enough to see Audubon's "Birds of America."

DORA R. WHEELER.

VII

THE BIRD'S ORCHESTRA

Bobolink shall play the violin,
Great applause to win;
Lowly, sweet, and sad the Meadow Lark
Plays the oboe, Hark!
That inspired bugle with a soul —
'Tis the Oriole;
Yellow-bird the clarionet shall play,
Blithe, and clear, and gay.
Purple Finch what instrument will suit?
He can play the flute.
Fire-winged Black Birds sound the merry fife,
Soldiers without strife;
And the Robins wind the mellow horn,
Loudly eve and morn.
Who shall clash the cymbals? Jay and Crow;
That is all they know.
Hylas twang their harps so weird and high,
Such a tuneful cry!
And to roll the deep, melodious drum,
Lo! the Bull Frogs come!
Then the splendid chorus — who shall sing
Of so fine a thing?
Who the names of the performers call,
Truly one and all?
Blue-bird, Bunting, Cat-bird, Chickadee,
(Phœbe bird is he).
Swallow, Creeper, Crossbill, Cuckoo, Dove,
Wee Wren that I love;
Brisk Fly-catcher, Finches — what a crowd!
King-bird whistling loud;
Sweet rose-breasted Grosbeak, Wren, Thrush,
Hear these two and hush;
Scarlet-tanager, Song-sparrow small,
(Dearer he than all;
At the first sound of his friendly voice,
Saddest hearts rejoice).
Redpoll, Nuthatch, Thrasher, Plover gray —
Curlew, did I say?
What a jangling all the grakles make!
Is it some mistake?
Anvil chorus Yellow Hammers strike,
And the wicked Shrike
Harshly creaks like some half-open door;
He can do no more.

CELIA THAXTER.

VIII

HOW TO WATCH THE BIRDS.*

When you see a strange bird, try to note quickly a few of the things most necessary to naming him. Then you must try to answer the following questions :

How many inches long was he?

What was his general color?

Was his breast plain or speckled?

What was he doing, feeding on the ground or in a tree?

Did he walk with one foot after the other, or hop with both feet together?

Did he sing or only call?

At first you will remember only two or three of these questions, and they will probably be his size, colors, and song, if he happens to be singing at the time.

You may not think that a bird who is hopping about on the grass, or flitting about the branches of a tree, is doing anything in particular. But really he may be either collecting material for his nest, or searching for some particular kind of food, in a way which will tell you to what bird brotherhood he belongs.

The male is the only real singer in birdland. Many females have pretty musical notes that they give when about the nest, and some scraps of song; one or two are good musicians, but the great chorus comes from the males. Birds sing best from the time they put on their spring coat until after the nesting season, when they moult it off, so that the nesting season is the best time to name the birds, for then their clothes are freshest and their songs the most distinctive.

Everything in the daily life of a bird is interesting. You will find that every bird has its regular times for bathing, pluming its feathers, eating, sleeping, working, and playing, all in its own way, just as you yourselves have. And everything he does is done cheerfully and promptly.

* Adapted from "Citizen Bird." By permission of the Macmillan Co.

IX

TO TEACHERS

EDUCATE THE GROWING GENERATION

BY D. LANG, INSTRUCTOR IN NATURE STUDY IN THE PUBLIC SCHOOLS OF
ST. PAUL, MINN.

This education must begin in our public schools. Every boy is a born bird student, but his natural methods are too destructive for the birds. In the nature study work children must learn the habits of our common birds and must learn of the benefits that the birds render us. Give them glimpses of the work of our birds, how they build their little homes, care for their young and defend them at the risk of their own lives. Show them to what dangers birds are constantly exposed and how the fall and spring migrations always are long, dangerous journeys.

Too much direct forbidding and preaching is harmful, for in the heart of every boy sleeps the spirit of opposition. Soft sentiment or gushing talking is also harmful. In connection with the study, read such articles as "Silver-spot," "The Crow," and "Redruff, the Don Valley Partridge," in Thompson's "Wild Animals I Have Known." Literature of that kind creates true sympathy with nature, and after that is awakened the boy is converted.

Tell the children about the hardships that winter birds are exposed to, and teach them how to feed birds in winter and in unfavorable weather at other seasons. Let the boys make nesting boxes and study the tenants of the boxes. This bird study should not be mere play, but should be made profitable although pleasant work.

Let teachers do all they can to spread good bird literature and to fight such traditional ignorance that does, for instance, still prevail against Hawks and Owls. This work must, however, also receive due attention in high schools and normal schools from which our teachers go out. In these schools, as well as in common schools, bird study clubs can do much good, if they strictly refrain from collecting birds and eggs, and if the teachers see to it that nests are not too frequently

visited. Every bird actually placed in a collection by school boys probably means the wounding or killing of half a dozen.

Use good charts and colored pictures, observe the bird outdoors, and let alone those that you cannot reach by these means. . . . There is certainly knowledge that would be too dearly bought for the child. The flowers bloom most beautifully where they grow, and the birds are most beautiful and sing most sweetly when they perch on the free swaying branches. I know of more than one bird and egg collection that serves no other purposes except to be in safe cases and accumulate the dust of ages.

Bird Day in the Schools — Our teachers have so much experience in arranging all kinds of exercises that special directions for the observance of Bird Day seem unnecessary. Songs, declamations, reports of observations are in order. Reports about individual birds will always be much appreciated, and the younger the pupils are, the more anything with action in it will please them. Bird magazines and educational papers furnish an abundance of material, and much excellent matter can be found in the works of our classical poets and writers.

X

BIRDS' NESTS

"The blue eggs in the Robin's nest
Will soon have wings and back and breast,
And flutter and fly away."

— *Keramos.*

I wonder if children realize that a bird's nest is its home, and that the smooth, beautiful eggs, as the poem says, will soon be birds and fly away? That is, they would be birds if they were left safe in the nest home their parents build with such care.

Perhaps you say, "Who would think of stealing eggs?"

I can tell you who does this: the boys, big, medium-sized, and little ones who have only just put on trousers, all do it.

Of course, they all have reasons and excuses for this thieving, for it is theft.

Some "collect" eggs for the mere sake of seeing how many they can get, some are really interested in studying their varied forms and colors, and some merely rob nests from a spirit of mischief. Yes, I know all about it, for I have seen many boys sneaking about the trees and bushes, peeping into these bird homes, with no kind intentions toward the feathered owners.

Now, do you boys realize when you rob nests that you are not only very cruel, but that you are breaking the law of the State of Connecticut?

This law says: "Every person who shall kill, cage, or trap, or have in his possession, dead or alive, any Blue Bird, Baltimore Oriole, Purple Finch, Thrush of any kind, Cat Bird, Wren, Martin, Swallow, Chimney Swift, Bobolink, Robin, Nighthawk, Whip-poor-will, Fly-catcher, Warbler, Scarlet Tanager, Vireo, Nuthatch, Creeper, Humming Bird, Rose-breasted Grosbeak, Kinglet, Titmouse, Indigo Bird, Cedar Bird, Yellow Bird, Phoebe, Sparrow (except English Sparrows), or any species of the Woodpecker, Chickadee, or any other of the song or insectivorous birds, or who shall destroy the nests or eggs of any of said birds, shall be fined one dollar for each bird so killed, caged, trapped, or had in possession, or nest or egg destroyed."

The most that you should take, if you are really anxious to study eggs, is a single one from a nest, and only one. But even in this, do not be like four stupid boys I once knew, who went off hunting, each having promised to take but one egg from each nest. They kept their promise, but they each took one from the same nest!

The birds here in New England have three enemies that nature did not intend them to have: house cats, women and girls who will wear song-bird feathers in their bonnets, and boys who rob nests! A very learned man who has looked into this matter says that house cats work the greatest mischief to young birds, but that boys, by nest robbing, destroy as much bird life as the four-footed prowlers. Come, boys, is

it possible that you have no more sense than hungry cats; or are you really cruel and hard-hearted? No, I do not believe that; you are probably simply thoughtless.

Turn over a new leaf, and stop a while to think.

If you know where there is a Cat Bird's or a Robin's nest, let the eggs stay and watch them hatch. See how many bad insects and worms it takes to feed the brood, and you will soon see how useful birds are.

One word more, in a whisper: If you must collect eggs to see how many you can find, turn your attention to the English Sparrow. Get all the eggs of this mischievous bird that you can, and your country will thank you, for the English Sparrow is an enemy to the trees and an enemy to the useful insect-eating birds, and the wise men at Washington have found him guilty and condemned him to death! — *Selected.*

XI

"Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter.

And the birds sang round him, o'er him,
'Do not shoot us, Hiawatha!'
Sang the Opechee, the Robin,
Sang the Bluebird, the Owaissa,
'Do not shoot us, Hiawatha!'"

— *Henry Wadsworth Longfellow.*

XII

THE BIRDS AND THE TREES

It was May Day. Half a dozen birds had collected in an old apple tree, which stood in a pasture close by the road that passed the schoolhouse; some of them had not met for many months, consequently a wave of conversation rippled through the branches.

"You were in a great hurry, the last time I saw you," said the little black and white Downy Woodpecker to the Brown Thrasher, who was pluming his long tail, exclaiming now and then because the feathers would not lie straight.

"Indeed! When? I do not remember. What was I doing?"

"It was the last of October; a cold storm was blowing up, and you were starting on your Southern trip in such a haste that you did not hear me call 'good-bye' from this same tree, where I was picking insect eggs that expected to hide safely in the bark all winter, only to hatch into all kinds of mischief in the spring. But I was too quick for them, my keen eyes spied them and my beak chiseled them out. Winter and summer, I'm always at work, yet some house people do not understand that I work for my living. They seem to think that a bird who does not sing is good for nothing but a target for them to shoot at."

"That is true," said the dust-colored Phoebe, dashing out to swallow a May Beetle, which stuck in her throat, causing her to choke and cough. "I can only call, yet I worked with the best for the farmer where I lodged last year. I made a nest on his cow shed rafters and laid two sets of lovely white eggs, but his boys stole them, and that was all my thanks for a season's toil."

"Singing birds do not fare much better," said the Thrasher. "I may say frankly that I have a fine voice and I can sing as many tunes as any wild bird, but children rob my nest, when they can find it, and house people drive me from their gardens, thinking I'm stealing berries."

"They treat me even worse," said the Robin, bolting a cut worm he had brought from a piece of plowed land. "In spring when I lead the Bird Chorus night and morning they rob my nest. In summer they drive me from the gardens where I work peacefully, and in autumn, when I linger through the gloomy days, long after your traveling brothers have disappeared, they shoot me for pot-pie!"

"It is a shame!" blustered Jennie Wren. "Not that I suffer much myself, for I'm not good to eat, and I'm a most

ticklish mark to shoot at. Though I lose some eggs, I usually give a piece of my mind to any one who disturbs me, and immediately go and lay another nest full. Yet I say it is a shame the way we poor birds are treated, more like tramps than citizens, though we are citizens, every one of us who pays rent and works for the family."

"Hear, hear!" croaked the Cuckoo with the yellow bill. He is always hoarse, probably because he ate so many caterpillars that his throat is rough with their hairs. "Something ought to be done, but can Jennie Wren tell us what it shall be?"

"I've noticed that most of the boys and girls who rob our nests and whose parents drive us from their gardens go every day to that square house down the road yonder," said Mrs. Wren. "Now, if some bird with a fine voice that would make them listen could only fly in the window and sing a song telling them how useful even the songless bird brothers are, they might treat us better and tell their parents about us when they go home."

"Well spoken," said the Robin, "but who would venture into that house with all those boys? There is one boy in there who, last year, killed my mate with a stone in a bean-shooter, and also shot my cousin, a Blue Bird. Then the boy's sister cut off the wings of these dead brothers and wore them in her hat. I think it would be dangerous to go in that schoolhouse."

"The windows are open," said the Song-Sparrow, who had listened in silence. "I hear the children singing, so they must be happy. I will go down and speak to them, for, though I have no grand voice, they all know me, and perhaps they will understand my homely wayside song."

So the Sparrow flew down the road, but as he paused in the lilac hedge before going in the window, he heard that the voices were singing about birds, telling of their music, beauty, and good deeds. While he hesitated in great wonder at the sounds, the children trooped out, the girls carrying pots of geraniums which they began to plant in some beds by the walk. Then two boys brought a fine young maple tree to

set in the place of an old tree that had died. A woman with a bright pleasant face came to the door to watch the children at their planting, saying to the boys: "This is Arbor Day, the day of planting trees, but pray remember that it is Bird Day also. You may dig a deep hole for your tree and water it well, but if you wish it to grow and flourish, beg the birds to help you. The old tree died because insects gnawed it, for you were rough and cruel, driving all the birds away from here about and robbing their nests."

"Please, ma'am," said a little girl, "our orchard was full of spinning caterpillars last season and we had no apples. Then father read in a book the government sent him that Cuckoos would eat the caterpillars all up, so he let the Cuckoos stay, and this year the trees are nice and clean and all set full of buds!"

The Song-Sparrow did not wait to hear any more, but flew back to his companions with the news.

"I shall put my nest under the lilac hedge to show the children that I trust them," said he, after the birds had recovered from their surprise.

"I will lodge in the bushes near the old apple-tree," said the Cuckoo; "it needs me sadly."

"I will build over the schoolhouse door," said the Phoebe; "there is a pea field near by that will need me to keep the weevils away."

"I think I will take the nice little nook under the gable," said Jennie Wren, "though I need not build for two weeks yet, and I have not even chosen my mate."

"I shall go to the sill of that upper window where the blind is half closed," said the Robin. "They have planted early cauliflowers in the great field, and I must help the farmer catch the cutworms."

"I will stay by also," said the Woodpecker. "I know of a charming hole in an old telegraph pole, and I can see to the bark of all the trees that shade the schoolhouse."

Just then a gust of wind blew through the branches, reminding the birds that they must go to work, and May passed

by, whispering with Heart of Nature, her companion, about the work that must be done before June should come; — June with her gown all embroidered with roses and a circle of young birds fluttering about her head for a crown.

“Dear Master,” May said, “why am I always hurried and always working? I do more than all other months. July basks in the sun, and August sits with her hands folded while the people gather in her crops. Each year March quarrels with Winter and does no work; then April cries her eyes out over her task, leaving it dim and colorless. Even the willow wears only pale yellow wands until I touch them. The leaf buds only half unfold and the birds hold aloof from the undraped trees; see, nothing thrives without me.” And May shook the branches of a cherry tree and it was powdered with white blossoms.

“Nothing grows by or for itself,” said Heart of Nature, tenderly. “The tree is for bird and the bird for the tree, while both working together are for the house people if they will only understand me and use them wisely. Never complain of work, sweet daughter May. Be thankful that you have the quickening touch, for to work in my garden is to be happy.”

Then the Song-Sparrow caught up the words and wove them in his song and carolled it in May’s ear as she swept up the hillside to set the red-bells chiming for a holiday.

MABEL OSGOOD WRIGHT.

XIII

THE KITTIWAKES

Like white feathers blown about the rocks,
Like soft snowflakes wavering in the air,
Wheel the Kittiwakes in scattered flocks,
Crying, floating, fluttering, everywhere.

Shapes of snow and cloud, they soar and whirl;
Downy breasts that shine like lilies white;
Delicate vaporous tints of gray and pearl
Laid upon their arching wings so light.

Eyes of jet and beaks and feet of gold,—
Lovelier creatures never sailed in air;
Innocent, inquisitive, and bold,
Knowing not the dangers that they dare.

Stooping now above a beckoning hand,
Following gleams of waving kerchiefs white,
What should they of evil understand,
Though the gun awaits them full in sight?

Though their blood the quiet wave makes red,
Though their broken plumes float far and wide,
Still they linger, hovering overhead,
Still the gun deals death on every side.

Oh, begone, sweet birds, or higher soar!
See you not your comrades low are laid?
But they only flit and call the more,—
Ignorant, unconscious, undismayed.

Nay, then, boatman, spare them! Must they bear
Pangs like those for human vanity?
That their lovely plumage we may wear
Must these fair, pathetic creatures die?

Let the tawny squaws themselves admire,
Decked with feathers,— We can wiser be.
I beseech you, boatman, do not fire!
Stain no more with blood the tranquil sea.

CELIA THAXTER.

XIV

A HUMMING BIRD.

When the mild gold stars flower out,
As the summer gloaming goes,
A dim shape quivers about
Some sweet, rich heart of a rose.

If you watch its fluttering poise,
From palpitant wings will steal
A hum like the eerie noise
Of an elfin spinning-wheel.

And then from the shape's vague sheen
Quick lustres of blue will float,
That melt in luminous green
Round a glimmer of ruby throat.

But fleetly across the gloom
This tremulous shape will dart,
While searching for some fresh bloom
To quiver about its heart.

Then you, by thoughts of it stirred,
Will dreamily question them:
"Is it a gem, half bird,
Or is it a bird, half gem?"

EDGAR FAWCETT.

Stereopticon Lectures

Through the courtesy of the Department of Public Instruction of the State of New York, the Connecticut State Board of Education has been able to obtain seventeen sets of lantern slides, prepared for use in schools by Professor Albert S. Bickmore of the American Museum of Natural History, New York city.

These slides are designed to illustrate natural history, geography, history, and kindred subjects by means of pictorial representations. They are intended primarily for use in public schools, teachers' classes, and institutes.

A lecture explaining the pictures accompanies each set.

The sets will be loaned to school authorities or teachers of any town or school district having facilities for using them, under the following regulations :

- 1 The slides will be sent in the order of application.
- 2 A set may be retained not longer than five days.
- 3 Transportation will be paid by the State Board of Education, but other expenses must be met by the school or institution requesting the use.
- 4 In no case will the use of the slides be permitted at any gathering where an admission fee is charged.
- 5 A report shall be made to the Secretary of the State Board of Education on a blank to be supplied.

A LIST OF STEREOPTICON SLIDES

I

Lecture No. 188

THE CONNECTICUT VALLEY AND THE WHITE MOUNTAINS

Subject	Authority
1 Relief map of Atlantic states	Frye's Com. geog., p. 32
2 Relief map—course of the Connecticut river .	Monteith's geog., p. 29
3 Map—North America, upper Silurian . . .	Dana, Geol., 4th Edit., p. 536
4 Map—North America, commencement of Car- bonic era	Dana, Geol., 4th Edit., p. 633
5 Map—Triassic area of central Connecticut .	Dana, Geol., 4th Edit., p. 801
5a Map—geology of part of New England .	Brit. Enc., vol. xvii, p. 391
6 New Haven—East rock	From nature
7 Map—Glaciated areas in North America and Europe	Wright, Ice age, p. 392
8 Map—Terminal moraines in southern New England	Wright, Ice age, p. 125
9 New Haven—Temple street, arch of elms .	From nature
10 Yale College—old building	From nature
11 Yale College—Osborn hall	From nature
12 Yale College—Vanderbilt hall	From nature
13 View from hanging hills across Connecticut valley to western upland	From nature
14 Middletown—Connecticut river passing through eastern upland	From nature
15 Portland—brownstone quarry, from river .	From nature
16 Portland—brownstone quarry	From nature
17 Hartford—the Capitol	From nature
18 Hartford—from the Capitol	From nature
19 Springfield—Court square	From nature
20 Springfield—library and museum	From nature
21 Map—former course of the Connecticut river near Mount Holyoke	From orig. drawing by Prof. C. H. Hitchcock
22 Ox-bow in Connecticut river, north of Mt. Tom	From nature
23 Mt. Holyoke from west side of the Connecticut river	From nature

	Subject	Authority
24	Boulder on Mt. Tom	From nature
25	On Mt. Holyoke, looking eastward	From nature
26	Mt. Holyoke range from plain near Old Hadley	From nature
27	Northampton—Smith college, main building	From nature
28	Northampton—Forbes library	From nature
29	Amherst college	From nature
30	Amherst college—Williston hall	From nature
31	Amherst college—Hitchcock's Ichnological museum	From nature
32	Amherst College—Hitchcock's Ichnological museum	From nature
33	Restoration of <i>Anchisaurus colurus</i> , Marsh .	Dana, Geol., 4th Edit, p. 753
34	Slab with footprints, from Turner's Falls .	In geological hall of the Am. mus. of nat. his.
35	Sugar Loaf mountain, South Deerfield, from east side of river	From nature
36	Sugar Loaf mountain—near view	From nature
37	Sugar Loaf mountain—looking north	From nature
38	Sugar Loaf mountain—looking south	From nature
39	Map—former course of Connecticut river at Turner's Falls	From orig. drawing by Prof. C. H. Hitchcock
40	Turner's Falls—footprint quarry	From nature
41	Northfield, general view	From nature
42	Map—former course of Connecticut river at Bellows Falls, Vermont	From orig. drawing by Prof. C. H. Hitchcock
43	Bellows Falls, Vermont	From nature
44	Olcott falls, Vermont, near Hanover, New Hampshire	From nature
45	Terraces near Bellows Falls, Vermont	From nature
46	West Lebanon, New Hampshire	From nature
47	Connecticut river—driving logs	From nature
48	Connecticut river—driving logs, near view .	From nature
49	Connecticut river—at Norwich, Vermont, spring flood	From nature
50	Connecticut River—at Norwich, Vermont, midsummer	From nature
51	Dartmouth college and panorama of Con- necticut valley	From nature
52	Dartmouth college—Rollins chapel, winter .	From nature
53	Map—White mountains	Baedeker, Guide to U. S., p. 121
54	Map—distribution of insects in New Hamp- shire	Scudder, in Hitchcock's Geol. of N. H., v. i, p. 335
55	Franconia mountains—Profile house	From nature
56	Franconia mountains—"Old man of the mountains"	From nature

Subject	Authority
57 Franconia mountains—The Flume, with boulder	From nature
58 Franconia mountains—The Flume, looking down	From nature
59 Franconia mountains—The pool	From nature
60 White mountains—falls of the Ammonoosuc	From nature
61 On the Saco—North Conway	From nature
62 White mountains from distance	From nature
63 Brook above Emerald Pool	From nature
64 Emerald Pool	From nature
65 Crawford Notch from Mt. Willard	From nature
66 The Willey House	From nature
66a Mt. Washington R. R. — Jacob's Ladder	From nature
66b Mt. Washington—Summit house	From nature
67 Old Tip-top house, Mt. Washington	From nature
68 Map—Alpine and Subalpine districts	Hitchcock, Geol. of N. H., vol. i, p. 338
69 Mt. Washington near the summit—winter	From nature
70 Mt. Washington—signal station in winter	From nature

Wild Flowers.

71 Swamp sunflower (<i>Helenium autumnale</i>)	From nature
72 Turk's-cap lily (<i>Lilium superbum</i>)	From nature

II

Lecture No. 189

THE COAST OF NEW ENGLAND AND THE ST. LAWRENCE
RIVER

Subject	Authority
1 Map—North Atlantic current	Thompson, Depths of the sea, p. 362
2 Map—depths of Atlantic ocean on coast of North America	Dana, Geol., 4th Edit., p. 20
3 Newport, R. I.—bathing scene	From nature
4 Newport, R. I.—Old Mill and Channing monument	From nature
5 New Bedford—old whaler	From nature
6 New Bedford—whaling ships	From nature
7 Nantucket—old wind mill	From nature
8 Nantucket—"On the lookout"	From nature
9 Nantucket—Siasconset, The town pump	From nature
10 Cottage City—Martha's Vineyard	From nature
11 Plymouth—Forefathers rock	From nature

	Subject	Authority
12	Plymouth—the sea from Burial Hill . . .	From nature
13	Plymouth—oldest house, built 1660 . . .	From nature
14	Plymouth—Pilgrim hall	From nature
15	Plymouth—embarkation of Pilgrims from Delft Haven	From painting in Pilgrim Hall
16	Plymouth—The Mayflower in Plymouth harbor, December 20, 1620	From painting by Hassall in Pilgrim Hall
17	Plymouth—National monument to forefathers	From nature
18	Duxbury—monument to Miles Standish . . .	From nature
19	Boston—Boston common and public garden .	From nature
20	Boston—bridge in public garden	From nature
21	Boston—Franklin monument	From nature
22	Boston—tablet on Franklin monument . . .	From nature
23	Boston—Academy of fine arts	From nature
24	Boston—Public library	From nature
25	Boston—Old North church	From nature
26	Charlestown—Bunker Hill monument . . .	From nature
27	Cambridge—Washington elm	From nature
28	Cambridge—Longfellow's residence	From nature
29	Cambridge—statue of John Harvard	From nature
30	Cambridge—Harvard college, Massachusetts hall	From nature
31	Lexington—Battlefield monument	From nature
32	Lexington—monument to minute men . . .	From nature
33	Salem—Pleasant street	From nature
34	Salem—Roger Williams witch house	From nature
35	Gloucester—fishing schooner	From nature
36	Cod fish	Cuvier, Fishes, pl. cvi, fig. 1
37	Isle au Haut—looking west	From nature
38	Isle au Haut—fishermen's huts	From nature
39	Bar Harbor—morning on Frenchman's Bay .	From nature
40	Bar Harbor from Bar Island	From nature
41	Bar Harbor—balancing rock and surf . . .	From nature
42	Bar Harbor—rock fissure on coast	From nature
43	Bar Harbor—Cathedral rock	From nature
44	Bar Harbor—Doghead rock at Ovens	From nature
45	Bar Harbor—Kebo avenue	From nature
46	Bar Harbor—entrance to Kebo valley club .	From nature
47	Bar Harbor—Green Mt. railway at summit .	From nature
48	Bar Harbor from summit of Green Mt. . . .	From nature
49	Fox Islands, Maine—a "Mackerel catcher"	From nature
50	Mackerel	Cuvier, Fishes, pl. xlv, fig. 1
51	Moosehead lake from Mt. Kineo	From nature
52	Mt. Katahdin from west branch of Penobscot river	From nature
53	Maine lumbering—winter	From nature

Subject	Authority
54 Moose family	From orig. drawing by Ernest T. Seton
55 St. John river, N. B.—high tide	From nature
56 St. John river, N. B.—ebb tide	From nature
57 Junction of Restigouche and Metapedia rivers, N. B.	From nature
58 Salmon catching—"The leap"	From painting by Brackett
59 Iceberg off St. Johns, Newfoundland . .	From nature
60 Iceberg off St. Johns, Newfoundland . .	From nature
61 Montmorency falls	From nature
62 Quebec—The citadel	From nature
63 Montreal—looking northwest	From nature
64 Montreal from Mt. Royal	From nature
65 Thousand Islands—Alexandria bay . . .	From nature
66 Thousand Islands—private residence . .	From nature
67 Thousand Islands—"Little Lehigh" . .	From nature
68 Thousand Islands—"Edgewood"	From nature
69 Thousand Islands—"The Rift"	From nature
70 Thousand Islands—"The Sentinel" . . .	From nature

Wild Flowers.

71 Cardinal flower (<i>Lobelia cardinalis</i>) . .	From nature
72 Mountain laurel (<i>Kalmia latifolia</i>) . . .	From nature

III

Lecture No. 190

PENNSYLVANIA, VIRGINIA, AND THE DISTRICT OF COLUMBIA

Subject	Authority
1 Map—Northern Appalachians	Willis, Northern Appalachians
2 Topographical map of Pennsylvania . . .	Dana, Geol., 4th Edit., p. 730
3 Ocean surf—New Jersey coast	From nature
4 Lakewood, New Jersey,	From nature
5 Princeton college, N. J.—Nassau hall . .	From nature
6 Delaware water gap	From nature
7 Geological map of eastern part of North America	Dana, Geol., 4th Edit., p. 412
8 Coal areas of Pennsylvania	Dana, Geol., 4th Edit., p. 649

Subject	Authority
8a Panther Creek, Anthracite basin	Dana, Geol., 4th Edit., p. 649
8b Courses and flexures of ridge in Central Penn- sylvania	Dana, Geol., 4th Edit., p. 731
9 Schuylkill coal region	From nature
10 Pyne coal breaker—Scranton	From nature
11 Descending coal mine shaft	From nature
12 Interior of coal mine	From nature
13 A group of slate pickers	From nature
14 Interior of coal breaker—slate boys	From sketch
15 Flora of coal period	Heer, Prim. World, vol. i, p. 18
16 Fossil leaf of tree fern	From specimen in Am. Mus. of Nat. Hist.
17 Reptiles of Muschelkalk period	Figuier, World before Deluge, p. 191
18 Reptiles of Liassic period	Figuier, World before Deluge, p. 231
19 Mauch Chunk, from Flagstaff	From nature
20 Pittsburg—confluence of the Alleghany and Monongahela rivers	From nature
21 Map—pipe lines from oil region	Harper's Mag., vol. lxxii, p. 238
22 Kinzua ridge	From nature
23 Natural gas wells—Grapeville, Pa.	From nature
24 Oil wells—Bradford, Pa.	From nature
25 Construction of an oil derrick	Oil Well Supply Co.'s cat., p. 28
26 Interior of an oil derrick—boring a well	From nature
27 Loading a well with nitroglycerine	From nature
28 Shooting a well	From nature
29 Oil tanks on fire	From nature
30 Gas well on fire	Frank Leslie's, April 3, 1886
31 Harper's Ferry, West Virginia	From nature
32 Virginia quail	From orig. drawing by Ernest T. Seton
33 Luray cave, Virginia—ball room	From nature
34 Luray cave, Virginia—Coral spring	From nature
35 Natural bridge, Virginia—distant view	From nature
36 Natural bridge, Virginia—near view	From nature
37 Philadelphia—old Penn mansion	From nature
38 Philadelphia—Girard college	From nature
39 Philadelphia—Carpenters' hall	From nature
40 Philadelphia—Independence hall	From nature
41 Philadelphia—interior Independence hall	From nature
42 Philadelphia—old liberty bell	From nature
43 On the Blue Juniata	From nature
44 Horseshoe curve, Pennsylvania R. R.	From nature

Subject	Authority
45 Dismal Swamp, Virginia	From nature
46 Lake Drummond, Dismal Swamp, Va.	From nature
47 Richmond—one of the freed races	From nature
48 Richmond—Virginia ox team	From nature
49 Richmond—The Capitol	From nature
50 Richmond—squirrels in park	From nature
51 Richmond—statue of "Stonewall" Jackson	From nature
52 Richmond—Lee monument	From nature
53 Richmond—statue of Washington	From nature
54 Mount Vernon	From nature
55 Baltimore—Washington monument	From nature
56 Baltimore—Peabody institute	From nature
57 Arlington, Va.—monument to the unknown dead	From nature
58 Washington—Washington monument	From nature
59 Washington—Congressional library	From nature
60 Washington—The Capitol	From nature
61 Washington—U. S. senate chamber	From nature
62 Washington—Hall of representatives	From nature
63 Washington—White House	From nature
64 Washington—Hall of representatives	From nature
65 Washington—Treasury building	From nature
66 Washington—Department of state	From nature
67 Map—population of United States, 1790	11th census report
68 Original U. S. flag with thirteen stars	From sketch
69 Map—population of United States, 1890	11th census report
70 U. S. flag with forty-five stars, 1896	From sketch

Wild Flowers

71 Blue flag (<i>Iris versicolor</i>)	From nature
72 Great rhododendron (<i>R. maximum</i>)	From nature

IV

Lecture No. 191

THE MISSISSIPPI VALLEY AND THE SOUTHERN STATES

Subject	Authority
1 Map—birdseye view of United States	Monteith's Phys. geog., p. 25
2 Map—eastern half of the United States	Frye's Comp. geog., p. 32
3 Map—the Mississippi river system	Appleton's Standard geog., p. 19
4 Map—Lake Agassiz, Minnesota	Wright, Ice age, p. 546

Subject	Authority
5 Map—sources of the Mississippi . . .	Johnson's Royal atlas, pl. xlv
6 Map—Lake Itasca, Minnesota . . .	Reclus, N. Am., vol. iii, p. 213
7 Minnesota—Minnehaha falls, summer . . .	From nature
8 Minnesota—Minnehaha falls, winter . . .	From nature
9 Minnesota—Minneapolis, Pillsbury flour mills	From nature
11 Mississippi river—snag boat . . .	From nature
12 Mississippi river—passenger and freight boat	From nature
13 Mississippi river—St. Louis bridge . . .	From nature
14 Missouri, St. Louis, Lucas Place . . .	From nature
15 Map—Chicago and Des Plaines rivers . . .	Reclus, N. Am., vol. iii, p. 216
16 Chicago—Dearborn street . . .	From nature
17 Chicago—World's Fair, court of honor . . .	From nature
18 Chicago—World's Fair, Administration building . . .	From nature
19 Chicago—World's Fair, view from the Colonnade . . .	From nature
20 Chicago—World's Fair, New York state building . . .	From nature
21 Map—meeting of waters—Mississippi valley	Reclus, N. Am., vol. iii, p. 229
22 Map—The Mississippi alluvia . . .	Reclus, N. Am., vol. iii, p. 242
23 Louisiana—reach on the Tchefuncta river . . .	From nature
24 Louisiana—overflow of the Mississippi . . .	From nature
25 Louisiana—cane fields . . .	From nature
26 Louisiana—sugar mill . . .	From nature
27 New Orleans—along the levee . . .	From nature
28 New Orleans—Jackson monument . . .	From nature
29 Map—southern states . . .	Appleton's Stan. ele. geog., p. 36
30 Map—Charleston harbor . . .	Reclus, N. Am., vol. iii, p. 186
31 South Carolina—Charleston, Battery park and Ashley river . . .	From nature
32 South Carolina—Charleston, private residence—early style . . .	From nature
33 South Carolina—Charleston, St. Michael's church . . .	From nature
34 South Carolina—Charleston, custom house . . .	From nature
35 South Carolina—Charleston, orphan asylum . . .	From nature
36 South Carolina—Charleston, state military academy . . .	From nature
37 South Carolina—Charleston, Fort Moultrie . . .	From nature
38 Georgia—Savannah, Forsyth park . . .	From nature
39 Georgia—Savannah, Pulaski monument . . .	From nature
40 Georgia—Savannah, Jasper monument . . .	From nature

	Subject	Authority
41	Georgia—Savannah, Sherman's headquarters	From nature
42	Georgia—Savannah, Bonaventure cemetery	From nature
43	Georgia—Savannah, Bonaventure cemetery	From nature
44	Georgia—Savannah, a negro home	From nature
45	Georgia—Savannah, negro children	From nature
46	Georgia—cotton field	From nature
47	Georgia—cotton gin	From nature
48	Georgia—Savannah, cotton press	From nature
49	Georgia—Savannah, compressed cotton in bales	From nature
49a	Georgia—Map—Sherman's march to the sea	Reclus, N. Am., vol. iii, p. 189
50	Georgia—Atlanta exposition, Clara Meer, Woman's building and Manufactures building	From nature
51	Georgia—Atlanta exposition, Woman's building	From nature
52	Georgia—Atlanta exposition, New York state building	From nature
53	Georgia—Atlanta exposition, battle-scarred cabin	From nature
54	Map—Chattanooga and Lookout mountain	Reclus, N. Am., vol. iii, p. 302
55	Tennessee—Chattanooga, from Lookout mountain	From nature
56	Tennessee—Lookout mountain	From nature
57	Tennessee—Lookout mountain, Sunset rock	From nature
58	Tennessee—Chickamauga battlefield	From nature
59	Statue of General Thomas, Washington, D. C.	From nature
60	Statue of General Grant, Chicago, Ill.	From nature
61	Map—Florida	Appleton's Standard geog., p. 31
62	Florida—Silver springs	From nature
63	Florida—Okeechobee lake and alligator	From nature
64	Florida—snowy egret in breeding plumage	From nature
65	Florida—Palm beach, avenue of cocoanut trees	From nature
66	Florida—Palm beach, an orange grove	From nature
67	Florida—St. Augustine, Hotel Ponce de Leon	From nature
68	Florida—St. Augustine, court of Hotel Ponce de Leon	From nature
69	Sea anemone—Actinia florida	Dana, Zoöph. U. S. Ex. Exp., pl. ii, fig. 8
<i>Corals</i>		
70	Orbicella and Dichocœnia	Specimen in Am. Mus. of Nat. Hist.
71	Madrepore	Specimen in Am. Mus. of Nat. Hist.
72	Dendrogyra cylindrus	Specimen in Am. Mus. of Nat. Hist.

V

Lecture No. 192

THE ROCKY MOUNTAINS AND THE GREAT BASIN

Subject	Authority
1 Map: North America—after Appalachian revolution	Dana, Geol., 4th Edit., p. 735
2 Map: North America—in the cretaceous period	Dana, Geol., 4th Edit., p. 813
3 Map: North America—parts under water in the tertiary era	Dana, Geol., 4th Edit., p. 881
4 Phenacodus primævus, Cope, Eocene, Wyoming	From specimens in Am. Mus. of Nat. Hist.
5 Titanotherium robustum, Miocene of South Dakota	From specimens in Am. Mus. of Nat. Hist.
6 Restoration of Titanotherium robustum	From drawing in Am. Mus. of Nat. Hist.
7 Physical map of North America	Stanford's Comp. geog., N. A., p. 1
8 Map—Physical areas of the Great Basin and the Rocky mountains	Frye's Complete geog., p. 32
9 Map—Colorado and Utah	Barnes' Comp. geog., p. 74
10 Map—geological map of Wasatch Mts.	Dana, Geol., 4th Edit., p. 360
11 Castle Rock, Green river, Wyoming	From nature
12 Chimney Rock, Green river, Wyoming,	From nature
13 Echo Cañon, Utah	From nature
14 Echo Cañon—Pulpit rock	From nature
15 Weber Cañon	From nature
16 Weber Cañon—Devil's Slide	From nature
17 Ogden—east from Weber river	From nature
18 Ogden—city hall and opera house	From nature
19 Map—Lake Bonneville	Rev. U. S. geol. survey, 1881, p. 179
20 Utah, Logan Cañon—ancient terraces	From nature
21 Salt Lake City—from Prospect hill	From nature
22 Salt Lake City—Brigham Young residence	From nature
23 Salt Lake City—Mormon Temple	From nature
24 Salt Lake City—Mormon tabernacle	From nature
25 Utah—Bear River dam, and canal for irrigation	From nature
26 Utah—Bear River canal for irrigation	From nature
27 Utah—lands reclaimed by irrigation	From nature
28 Utah—pear trees near Ogden	From nature
29 Utah—cabbage field near Ogden	From nature
30 Utah—tomato field	From nature
31 Utah—beet field near Lehi	From nature

	Subject	Authority
32	Utah—harvesting alfalfa	From nature
33	Utah—Castle cañon	From nature
34	Utah—Castle cañon, Castle Gate	From nature
35	Map—Colorado	D. & R. G. ry. guide
36	Colorado—Denver, the Capitol	From nature
37	Colorado—Monument park, "Mother Grundy" dy"	From nature
38	Colorado—Monument park, "Bridge of Sighs" Sighs"	From nature
39	Gateway to Garden of the Gods	From nature
40	Gateway to Garden of the Gods, looking east	From nature
41	Garden of the Gods—"Cathedral spires"	From nature
42	Garden of the Gods—"Balanced rock"	From nature
43	Colorado—Manitou	From nature
44	Colorado—Colorado Springs, from top of Cheyenne cañon	From nature
45	Colorado—Pike's Peak railroad	From nature
46	Colorado—U. S. Observatory, Pike's Peak	From nature
47	Colorado—train in Royal Gorge	From nature
48	Colorado—bridge in Royal Gorge	From nature
49	Colorado—Leadville	From nature
50	Colorado—mountain of the Holy Cross	From nature
51	Colorado—Marshall pass	From nature
52	Colorado—Black Cañon, Currecanti Needle	From nature
53	Colorado—Mount Kendall, from Silverton	From nature
54	Colorado—pass from Silverton to Ophir	From nature
55	Indians of southern Utah	From nature
56	Apache war chief, Geronimo	From nature
57	Arionza—Walpi, a Moqui village	From nature
58	New Mexico—Taos, a Pueblo village	From nature
59	Map—Rocky mountains and Great Basin	Harper's Introd. geog., p. 69
60	Section across plateau north of Grand Cañon	Dana, Geol., 4th Edit., p. 360
61	Arizona—San Francisco mountain	From nature
62	Stage to Grand cañon of the Colorado	From nature
63	Grand cañon—north from Moran point	From nature
64	Grand cañon—north from Bissell point	From nature
65	Grand cañon—southwest from Bissell point	From nature
66	Grand cañon—northeast from Bissell point	From nature
67	Grand cañon—south from Hance's trail	From nature
68	Grand cañon—southwest from Hance's trail	From nature
69	Grand cañon—north from Hance's camp	From nature
70	Grand cañon—"Tower of Babel" (Telephoto)	From nature
71	Cactus—World's Fair, 1893	From nature
72	Yucca in bloom at American museum of natural history	From nature

VI

Lecture No. 197^B

* CUBA—HAVANA AND SANTIAGO

Subject	Authority
1 Map of West Indies and Central America	Harper's School geog., p. 72
2 Relief map of Atlantic basin	U. S. coast survey model
3 Geological map of Cuba	From original by Robt. T. Hill
4 Map—currents of the north Atlantic	Brit. Encyc., vol. iii, pl. i
5 Map of Cuba	Brit. Encyc., vol. xxiv, pl. x
6 Plan of Havana	From "Brooklyn Daily Eagle"
7 Havana—The Morro castle	From nature
8 Havana—boat landing and S. S. "Olivette"	From nature
9 Havana—Panorama of Prado	From nature
10 Havana—Indian statue	From nature
11 Havana—cathedral	From nature
12 Havana—cathedral, tomb of Columbus	From nature
13 Havana—palace of Governor-General	From nature
14 Havana—palace of Governor-General—court	From nature
15 Havana—Tacon theatre	From nature
16 Havana—lottery ticket seller	From nature
17 Havana—market	From nature
18 Havana—native ox-cart	From nature
19 Havana—street peddler	From nature
20 Havana—cigar factory	From nature
21 A "Volante"	From nature
22 Avenue of royal palms near Havana	From nature

* The following works are recommended for consultation:—*Hill*, Cuba and Porto Rico. Brit. Encyc., vol. vi, article on Cuba, p. 678; vol. xxiv, article on West Indies. *Dana*, To Cuba and back. *Hannaford*, Map and history of Cuba. *Rowan* and *Ramsay*, The island of Cuba, 1897. Review of Reviews, July, 1898, p. 36. *Harper's Mag.*, Oct., 1898, p. 795. *Scribner's Mag.*, Aug., 1898, and Sept., 1898. *Century Mag.*, June, 1898. *McClure's Mag.*, Sept., 1898, pp. 493 and 423. *Collier's Weekly*, May to Oct., 1898. *Agassiz*, Cruises of the Blake, 2 vols.; Bull. of Mus. of Comp. Zool., vol. xxvi, Nos. 1 and 2, and vol. xxviii, No. 2; Bull. Mus. Comp. Zool., vol. xxviii, No. 3. *Thompson*, Voy. Chall., 2 vols. *Moseley*, Notes by nat. on Chall. *Reclus*, North America, vol. ii. *Allen*, Geog. distribution of mammalia, U. S. Geol. and Geog. survey; Geog. dist. of No. Am. mammals; Bull. Am. Mus. of Nat. Hist., vol. iv.; Geog. dist. of No. Am. birds, The Auk, vol. x, No. 2. *Merriam*, Faunal realms, *Appleton's Phys. geog.*; Geog. dist. life in No. Am. *Smith*, Rept. 1891; Geog. dist. life in No. Am., Proc. Biol. Soc. Wash., vol. vii; Geog. dist. animals and plants in No. Am., U. S. Dept. Agr. Year book, 1894; Geog. dist. animals and plants, Nat. Geog. Mag., vol. vi, 1894. *Chapman*, Origin of Avifauna, Bahamas, Am. Nat., June, 1891; Birds and mammals of Trinidad, Cuba, and Origin of West Indian bird-life, Bull. Am. Mus. Nat. Hist., vol. iv. *Wallace*, Tropical nature; Geog. dist. animals, 2 vols. *Dana*, Manual geol. *Lyell*, Princ. geol., 2 vols. *Tarr*, Phys. geog. *Spencer*, Antillean continent, Bull. Geol. Soc. Am., vol. vi; Geol. Evolution of Cuba, Bull. Geol. Soc. Am., vol. vii. *Humboldt*, Personal narrative, 3 vols. *Kingsley*, At last. *Brassy*, Trades, tropics, and roaring forties. *Rodway*, West Indies and Spanish main. *Hearn*, Two Years in French West Indies. *Mahan*, Strategic features of Gulf of Mexico and Caribbean sea, *Harper's Mag.*, Oct., 1897. *Vinas*, West Indian hurricanes. Charts of North Atlantic, Hyatt, Cuba. *Davis*, Cuban and Porto Rican campaigns. *Spears*, Our navy in the war with Spain. *Hemment*, Cannon and Camera.

	Subject	Authority
23	Cocoanut palms	From nature
24	Banana plantation	From nature
25	Pineapple plantation	From nature
26	Ipomœa Horsefalliæ	From nature
27	Poinsetta	From nature
28	Residence of Cuban farmer	From nature
29	Home of Cuban mountaineer	From nature
30	Limestone cave, entrance	From nature
31	Limestone cave, interior	From nature
32	Havana—the harbor	From nature
33	Havana—wreck of battleship "Maine"	From nature
34	U. S. volunteers, "mustering in"	From nature
35	U. S. volunteers, Troop C "breaking camp"	From nature
36	U. S. regulars' camp at Tampa	From nature
37	U. S. transports at Tampa	From nature
38	U. S. torpedo boat "Ericsson"	By courtesy of Collier's Weekly
39	Map—harbor of Santiago	Reclus, N. Am., vol. ii, p. 378
40	U. S. army landing at Siboney	From nature
41	U. S. cavalry in trenches	By courtesy of Collier's Weekly
42	General Wheeler directing battle	By courtesy of Collier's Weekly
43	Captain Capron's battery in action	By courtesy of Collier's Weekly
44	Dynamite gun of "Rough Riders"	By courtesy of Collier's Weekly
45	Col. Roosevelt of the "Rough Riders"	From nature
46	Miss Clara Barton at Siboney	By courtesy of Collier's Weekly
47	Wounded soldiers returning home	By courtesy of Collier's Weekly
48	Refugees at El Caney	By courtesy of Collier's Weekly
48	Refugees at El Caney	By courtesy of Collier's Weekly
50	Santiago—view over city and harbor	From nature
51	Santiago—the harbor	From nature
52	Santiago—the Morro castle	From nature
53	Lieut. Hobson	From nature
54	Position of vessels during battle	Harper's Mag., Jan. '99, p. 187
55	Flagship "New York" signaling	From nature
56	U. S. battleship "Indiana"	By courtesy of Collier's Weekly
57	U. S. battleship "Iowa"	By courtesy of Collier's Weekly

Subject	Authority
58 U. S. battleship "Iowa" — near view . . .	By courtesy of Collier's Weekly
59 "Maria Teresa" and "Oquendo" burning . . .	From nature
60 Wreck of the "Maria Teresa" . . .	From nature
61 "Oquendo," wrecked and burning . . .	From nature
62 Captured Spanish sailors . . .	From nature
63 "Vizcaya" in Havana harbor . . .	From nature
64 "Vizcaya," a burning wreck . . .	From nature
65 "Vizcaya," wreck of deck . . .	From nature
66 Flagship "New York" and "Vixen" . . .	By courtesy of Collier's Weekly
67 Wreck of the "Christobal Colon" . . .	From nature
68 U. S. battleship "Oregon" after battle . . .	From nature
69 U. S. battleship "Texas" . . .	From nature
70 Crew of the "Texas" watching battle . . .	By courtesy of Collier's Weekly
71 Shot-riddled flag of the "Texas" . . .	By courtesy of Collier's Weekly
72 Raising new flag on the "Texas" after the battle . . .	By courtesy of Collier's Weekly

VII

Lecture No. 197^c

*JAMAICA AND PORTO RICO

Subject	Authority
1 Map showing future sea routes through the Nicaragua Canal . . .	Colquhoun, Key to the Pacific, p. 323
2 Map of Nicaragua and canal . . .	Century atlas, pl. lxvi <i>Jamaica</i>

*The following works are recommended for consultation:—Charts of North Atlantic. Geological map of Porto Rico. Brit. Encyc., vol. xiii, article on Jamaica, p. 348; vol. xix, article on Porto Rico. *Hill*, Cuba and Porto Rico. The Forum, Nov., 1898. *Squier*, Nicaragua, 2 vols. *Colquhoun*, Key to the Pacific. *Stanford's* Comp. geog. and travel. *Scribner's* Mag., Nov., 1898. *Century* Mag., Aug., Sept., and Nov., 1898. *Review of reviews*, July, 1898. *Collier's* Weekly. *Agassiz*, Cruises of the Blake, 2 vols. *Sigsbee*, Deep-sea soundings; Bull. of Mus. of Comp. Zool., vol. xxvi, Nos. 1 and 2, and vol. xxviii, No. 2; Bull. Mus. Comp. Zool., vol. xxviii, No. 3. *Reclus*, North America, vol. ii. *Merriam*, Faunal realms; *Appleton's* Phys. geog.; Geog. dist. life in No. Am., Proc. Biol. Soc. Wash., vol. vii; Geog. dist. animals and plants in No. Am., U. S. Dept. Agr. Year book, 1894; Geog. dist. animals and plants, Nat. Geog. Mag., vol. vi, 1894. *Wallace*, Tropical nature; Geog. dist. animals, 2 vols. *Dana*, Manual geol. *Lyell*, Princ. geol., 2 vols. *Tarr*, Phys. geog. *Spencer*, Antillean continent, Bull. Geol. Soc. Am., vol. vi; Geol. evolution of Cuba, Bull. Geol. Soc. Am., vol. vii. *Brady*, Trades, tropics, and roaring forties. *Rodway*, West Indies and Spanish main. *Mahan*, Strategic Features of Gulf of Mexico and Caribbean sea, Harper's Mag., Oct., 1897. *Vines*, West Indian hurricanes. *Bard*, Mosquito shore.]

Subject	Authority
3 Map of Jamaica	Century atlas, pl. lxxviii
4 Map of Kingston harbor	Reclus, N. Am., vol. ii, p. 392
5 Kingston—King street	From nature
6 Gateway to the Governor's grounds	From nature
7 Residence of the Governor	From nature
8 A typical Jamaican home	From nature
9 A country road	From nature
10 Wild bananas	From nature
11 A brook during a flood	From nature
12 A tropical road	From nature
13 St. Ann's—Wharf street	From nature
14 Screw-palm	From nature
15 Nutmeg-tree	From nature
16 Nutmeg cut in half	From nature
17 Moneague—the mountains	From nature
18 Moneague—view from hotel	From nature
19 Moneague—the hotel	From nature
20 Moneague—bamboo	From nature
21 Moneague—cotton-tree (<i>Bombax Ceiba</i>)	From nature
22 Moneague—cotton-tree, the trunk	From nature
23 Mandeville—donkey market	From nature
24 Mandeville—the market	From nature
<i>Porto Rico</i>	
25 Geological map of Porto Rico	From original by Rob. T. Hill
25a Map of Porto Rico	Davis, Cuban and Porto Rican campaigns
26 Map of San Juan Bautista	Reclus, N. Am., vol. ii, p. 246
27 San Juan—view from anchorage	From nature
28 San Juan—from Hotel Inglaterra	From nature
29 San Juan—panorama, looking west	From nature
30 San Juan—panorama of harbor	From nature
31 San Juan—"Street of the Cross"	From nature
32 San Juan—San Justo street	From nature
33 San Juan—fortifications by the sea	From nature
34 San Juan—portion of the old wall	From nature
35 Auxiliary cruiser "St. Paul"	From nature
36 Captain Sigsbee on the "St. Paul"	From nature
37 San Juan from the sea wall	From nature
38 San Juan—ancient gateway	From nature
39 San Juan—Columbus column and plaza	From nature
40 San Juan—the Princess promenade	From nature
41 San Juan—a private residence	From nature
42 San Juan—convent of St. Joseph	From nature
43 San Juan—a candy-seller	From nature
44 San Juan—a poultry-seller	From nature

	Subject	Authority
45	San Juan—confection venders	From nature
46	San Juan—a native belle	From nature
47	The "Gloucester" at Guanica	From nature
48	U. S. battleship "Massachusetts"	From nature
49	Mayaguez—church and plaza	By courtesy of Collier's Weekly
50	Guayama—church and plaza	By courtesy of Collier's Weekly
51	Hibiscus grandiflorus	From nature
52	Residence on sugar hacienda	By courtesy of Collier's Weekly
53	Sugar mill near Cabo Rojo	By courtesy of Collier's Weekly
54	Guayama—headquarters of Gen. Brooke	By courtesy of Collier's Weekly
55	Guayama—sailor on donkey	By courtesy of Collier's Weekly
56	Ponce—Troop "C" leaving Playa	By courtesy of Collier's Weekly
57	Scene in poorer section of Guayama	By courtesy of Collier's Weekly
58	Advance post of Gen. Brooke's troops	By courtesy of Collier's Weekly
59	Spanish prisoners	By courtesy of Collier's Weekly
60	Raising U. S. flag at San Juan, Oct. 18, 1898	By courtesy of Collier's Weekly
61	Parade of victorious fleet in N. Y. harbor	From nature
62	Admiral Sampson's flagship "New York"	From nature
63	U. S. battleship "Oregon"	From nature
64	U. S. cruiser "Brooklyn"	From nature
65	Volunteers homeward bound on the "Mani- toba"	By courtesy of Collier's Weekly
66	Troops "A" and "C" landing from transport	From nature
67	Return of 71st Regiment—on ferryboat	From nature
68	Return of 71st Regiment—marching to armory	From nature
69	Parade of returned volunteers, Brooklyn	From nature
70	Camp Wikoff, Montauk Point, L. I. . . .	From nature
71	President McKinley at Camp Wikoff	By courtesy of Collier's Weekly
72	President McKinley visiting hospital	By courtesy of Collier's Weekly

VIII

Lecture No. 203^A

*SOUTHERN ITALY—NAPLES AND POMPEII

Subject	Authority
1 Map—Iberic and Celtic peoples in Europe	Dawkins, Early man in Britain, p. 319
2 Map—Greece and Greek colonies	Freeman's Hist. geog. of Europe, pl. ii
3 Map—Italy, before growth of Roman power	Freeman's Hist. geog. of Europe, pl. vii
4 Map—Mediterranean lands, second punic war	Freeman's Hist. geog. of Europe, pl. viii
5 Map—Italy and Greece	Eclectic Comp. geog., p. 80
6 Map—southern Italy	Johnston's Royal atlas
7 Map—Naples and environs	Johnston's Royal atlas
8 Bay of Naples	From nature
9 Naples—Castello dell' Ovo	From nature
10 Naples—east from Castello dell' Ovo	From nature
11 Naples—west from Castello dell' Ovo	From nature
12 Naples—north from Castello dell' Ovo	From nature
13 Naples—court of San Martino	From nature
14 Naples—cloister of San Martino	From nature
15 Naples—Santa Lucia	From nature
16 Naples—Santa Lucia, making fish-traps	From nature
17 Naples—Santa Lucia, tenements	From nature
18 Naples—Santa Lucia, narrow street	From nature
19 Naples—Santa Lucia, native milkman	From nature
20 Naples—drying macaroni	From nature
21 Naples—Psyche of Capua	From nature
22 Naples—Farnese bull	From nature
23 Naples and Vesuvius	From nature
24 Naples and Posilipo	From nature
25 Pozzuoli—temple of Serapis	From nature
26 Pozzuoli—standing columns	From nature
27 Pozzuoli—crater of Solfatara	From nature
28 Pozzuoli—crater of Solfatara, detail	From nature
29 Capri—Marina Grande	From nature
30 Capri—Marina Grande, fishermen's houses	From nature.

*The following works are recommended for consultation:—*Baedeker*, Southern Italy. Brit. Encyc., vol. xiii, article on Italy, and vol. xvii, article on Naples. *Spruner*, Historical atlas. *Freeman*, Historical geography of Europe and Story of Sicily. *Smith*, Dictionary of Greek and Roman biography, 3 vols.; Dictionary of Greek and Roman geography, 2 vols.; Dictionary of Greek and Roman antiquities, and Classical dictionary. *Church*, Story of Carthage. *De Amicis*, Military life in Italy. *Taylor*, Origin of the Aryans. *De Quatrefages*, The Human species. *Reclus*, Europe, vol. 4, Italy. *Stanford*, Compendium of geography and travel—Europe. *Fergusson*, History of architecture and History of modern architecture. *Sturgis*, European architecture. *Radford*, Sculpture. *Slater*, Architecture, classic and early Christian.

	Subject	Authority
31	Capri—the town and cape	From nature
32	Capri—street scene	From nature
33	Capri—the Faraglioni rocks	From nature
34	Capri—the Faraglioni rocks, near view	From nature
35	Sorrento—from the bay	From nature
36	Sorrento—from the south	From nature
37	Pompeii—plan of city	Baedeker, Southern Italy, p. 119
38	Pompeii—plan of a house	Baedeker, Southern Italy, p. 118
39	Pompeii—panorama south from wall	From nature
40	Pompeii—panorama west from wall	From nature
41	Pompeii—house of rich man near entrance	From nature
42	Pompeii—house of Marc Antony	From nature
43	Pompeii—the Basilica	From nature
44	Pompeii—the temple of Isis	From nature
45	Pompeii—the Forum	From nature
46	Pompeii—temple of Jupiter and Triumphal arch	From nature
47	Pompeii—house of Cornelius Rufus	From nature
48	Pompeii—house of tragic poet	From nature
49	Pompeii—a family shrine	From nature
50	Pompeii—fountain of Venus	From nature
51	Pompeii—cast of a body found in the ruins	From nature
52	Pompeii—a bakery	From nature
53	Pompeii—a wine shop	From nature
54	Pompeii—a soap factory	From nature
55	Pompeii—bath in house of faun	From nature
56	Pompeii—Stabian Thermae, women's bath	From nature
57	Pompeii—house of Marcus Lucretius	From nature
58	Pompeii—latest excavations	From nature
59	Pompeii—double-headed column, side view	From nature
60	Pompeii—double-headed column, front view	From nature
61	Pompeii—the Amphitheatre	From nature
62	Pompeii—street of Tombs	From nature
63	Mount Vesuvius, from above observatory	From nature
64	Mount Vesuvius, the crater	From nature
65	Amalfi, sunrise	From nature
66	Cetara	From nature
67	Pæstum—temple of Ceres	From nature
68	Pæstum—temple of Ceres, interior	From nature
69	Pæstum—basilica and temple of Neptune	From nature
70	Pæstum—basilica, interior	From nature
71	Pæstum—temple of Neptune, side view	From nature
72	Pæstum—temple of Neptune, front view	From nature

IX

Lecture No. 203^B

*CENTRAL ITALY—ROME

Subject	Authority
1 Map—Roman empire at death of Augustus .	Freeman, Hist. geog. of Europe, pl. x
2 Map—Roman empire under Trajan . . .	Freeman, Hist. geog. of Europe, pl. xi
3 Bust of Julius Cæsar	From original in Naples museum
4 Statue of Augustus	From original in Vatican museum
5 Map—central and northern Italy .	
6 Map—environs of Rome	Johnston's Royal atlas
7 Map—ancient Rome	Baedeker, Central Italy, p. 217
8 Map—modern Rome	Middleton, Remains of ancient Rome
9 Via Appia—Tor di Selce and Alban Mts. .	From nature
10 Via Appia—Aqua Claudia	From nature
11 Via Appia—from near San Sebastian gate .	From nature
12 Via Appia—tomb of Cæcilia Metella . .	From nature
13 Via Appia and walls of Rome	From nature
14 Rome—gate of San Paolo	From nature
15 Rome—panorama from Pincio gardens .	From nature
16 Rome—panorama from Pincio gardens .	From nature
17 Rome—Pincio gardens	From nature
18 Rome—piazza del Popolo	From nature
19 Rome—the Pantheon	From nature
20 Rome—Trajan's forum	From nature
20a Rome—Plan of Trajan's forum	Middleton, Remains of ancient Rome, p. 25
20b Rome—restoration of basilica in Trajan's forum, by Canina	Middleton, Remains of ancient Rome, p. 27
21 Rome—forum of Nerva, temple of Minerva .	From nature
22 Map—Roman forum	Baedeker, Cen. Italy

* The following works are recommended for consultation :—*Baedeker*, Central Italy, 1897. *Middleton*, Remains of ancient Rome. *Lanciani*, Ruins and excavations of ancient Rome, 1897; Ancient Rome in light of recent excavations and Pagan and Christian Rome; Brit. Encyc., vol. xiii, article on Italy, and vol. xx, article on Rome. *Spruner*, Historical atlas. *Freeman*, Historical geography of Europe and Story of Sicily. *Smith*, Dictionary of Greek and Roman biography, 3 vols.; Dictionary of Greek and Roman geography, 2 vols.; Dictionary of Greek and Roman antiquities, and Classical dictionary. *Reidig*, Classical antiquities in Rome, 2 vols. *Hare*, Walks in Rome. *Hodgkin*, Theodor the Goth. *Fowler*, Julius Cæsar. *Strachan-Davidson*, Cicero. *Church*, Story of Carthage. *De Amicis*, Military life in Italy. *Taylor*, Origin of the Aryans. *De Quatrefages*, The Human species. *Reclus*, Europe, vol. 1, Italy. *Stanford*, Compendium of geography and travel—Europe. *Fergusson*, History of architecture and History of modern architecture. *Sturgis*, European architecture. *Redford*, Sculpture. *Slater*, Architecture, classic and early Christian.

	Subject	Authority
22a	Palatine Hill	Baedeker, Cen. Italy
23	Rome—Basilica Julia	From nature
24	Rome—the Capitol	From nature
25	Rome—temple of Saturn	From nature
26	Rome—the forum, looking east	From nature
27	Rome—arch of Septimius Severus	From nature
28	Rome—relief on arch of Septimius Severus	From nature
29	Rome—temple of Castor and Pollux	From nature
30	Rome—basilica of Constantine	From nature
31	Rome—Atrium Vestæ, looking east	From nature
32	Rome—Forum from the Colosseum	From nature
33	Rome—wall of Romulus	From nature
34	Rome—Tarpeian rock	From nature
35	Rome—church of San Francesca Romana	From nature
36	Rome—arch of Titus	From nature
37	Rome—arch of Titus, relief on inside	From nature
38	Rome—arch of Titus, relief on inside	From nature
39	Rome—Colosseum, exterior	From nature
40	Rome—Colosseum, interior	From nature
41	Rome—Colosseum, corridor	From nature
42	Rome—excavating near Colosseum	From nature
43	Rome—arch of Constantine and Colosseum	From nature
44	Rome—arch of Constantine, relief	From nature
45	Rome—arch of Constantine, bas relief	From nature
46	Rome—arch of Constantine, bas relief	From nature
47	Rome—bas relief, arch of Marcus Aurelius	From nature
48	Rome—bas relief, arch of Marcus Aurelius	From nature
49	Rome—baths of Caracalla	From nature
50	Rome—baths of Caracalla, mosaic floor	From nature
50a	Rome—baths of Caracalla, section through peristyle	Middleton, Remains of ancient Rome, p. 168
50b	Rome—baths of Caracalla, restoration of tepidarium	Middleton, Remains of ancient Rome, p. 165
51	Rome—arch of Pons Æmilius and the Tiber	From nature
52	Rome—River Tiber and Tiberian Isle	From nature
53	Rome—the "Round temple"	From nature
54	Rome—castle of St. Angelo (Hadrian's tomb)	From nature
55	Rome—St. Peter's	From nature
56	Rome—the Vatican	From nature
57	Rome—St. Peter's, right aisle	From nature
58	Rome—St. Peter's, holy water basin	From nature
59	Rome—St. Peter's, statue of St. Peter	From nature
60	Rome—St. Peter's, the canopy	From nature
61	Rome—St. Peter's, baptism of Christ	From nature
62	Rome—St. Peter's, tomb of Pope Clement	

Subject	Authority
XIII, by Canova	From nature
63 Rome—St. Peter's, relief "Attila threatened"	From nature
64 Rome—St. Peter's—mosaic, "The Transfiguration"	From nature
65 Rome—statue of Apollo Belvidere	From original in the Vatican
66 Rome—statue of satyr	From original in Capitoline museum
67 Rome—Torso Hercules	From original in the Vatican
68 Rome—"Dying gladiator"	From original in Capitoline museum
69 Tivoli—road scene	From nature
70 Tivoli—in garden of Villa d'Este	From nature
71 Tivoli—the falls	From nature
72 Tivoli—general view	From nature

X

Lecture No. 204

*NORTHERN ITALY—FLORENCE AND VENICE

Subject	Authority
1 Geological map of Italy	Johnston's Phys. atlas, pl. iv
2 Map—ancient glaciers of the Alps	Reclus, Europe, vol. i, p. 195
3 Historical map of Central Europe, 1815	Freeman, Hist. geog. of Europe, pl. xxxii
4 Map—northern and central Italy	Johnston's Royal atlas
5 Florence—panorama from piazza of Michael Angelo	From nature
6 Florence—panorama from piazza of Michael Angelo	From nature
7 Florence—The Arno, from piazza of Michael Angelo	From nature
8 Florence—Ponte Vecchio, west side	From nature
9 Florence—La Loggia, Rape of Polyxena	From nature

*The following works are recommended for consultation:—*Baedeker*, Northern Italy. *Hare*, Florence and Venice. *Brit. Encyc.*, vol. xiii, article on Italy; vol. ix, article on Florence; vol. xix, article on Pisa; vol. x, article on Genoa; vol. xvi, article on Milan; vol. xxiv, article on Verona, article on Venice; vol. viii, article on Etruria; vol. xiv, article on the Lombards; and vol. xxiii, article on Tuscany. *Spruner*, Historical atlas. *Freeman*, Historical geography of Europe. *Smith*, Classical dictionary. *De Amicis*, Military life in Italy. *De Quatrefages*, The human species. *Reclus*, Europe, vol. i, Italy. *Stanford*, Compendium of geography and travel—Europe. *Fergusson*, History of architecture and History of modern architecture. *Sturgis*, European architecture. *Redford* Sculpture. *Water*, Architecture, classic and early Christian.

	Subject	Authority
10	Florence—La Loggia, Rape of the Sabines	From nature
11	Florence—church of Santa Croce	From nature
12	Florence—guildhouse of the wool-combers	From nature
13	Florence—campanile	From nature
14	Florence—campanile (telephoto)	From nature
15	Florence—cathedral, façade	From nature
16	Florence—rose window (telephoto)	From nature
17	Florence—cathedral, main entrance	From nature
18	Florence—cathedral, main entrance (telephoto)	From nature
19	Florence—Pitti palace	From nature
20	Florence—Pitti palace, Raphael's "Madonna of the chair"	From nature
21	Pisa—baptistery and cathedral	From nature
22	Pisa—baptistery	From nature
23	Pisa—leaning tower and cathedral	From nature
24	Pisa—leaning tower and cathedral	From nature
25	Pisa—cathedral, façade	From nature
26	Pisa—cathedral, main entrance	From nature
27	Pisa—Campo Santo	From nature
28	Pisa—Campo Santo, interior	From nature
29	Genoa—the landing place	From nature
30	Genoa—statue of Columbus	From nature
31	Milan—cathedral, general view	From nature
32	Milan—cathedral, a corner	From nature
33	Milan—cathedral, the gargoyles	From nature
34	Milan—cathedral, turrets and statues	From nature
35	Milan—cathedral, roof and tower	From nature
36	Milan—cathedral, roof and tower	From nature
37	Verona—panorama from gate	From nature
38	Verona—panorama from the amphitheatre	From nature
39	Verona—amphitheatre	From nature
40	Verona—amphitheatre	From nature
41	Verona—amphitheatre, interior	From nature
42	Verona—palazzo del Consiglio	From nature
43	Verona—tomb of Juliet	From nature
44	Verona—piazza Erbe, flower market	From nature
44a	Native flowers—lily of the valley	From nature
44b	Native flowers—German iris	From nature
45	Verona—old castle and bridge	From nature
46	Verona—river and mills	From nature
47	Verona—church of San Zeno Maggiore	From nature
48	Verona—church of San Zeno Maggiore, the portal	From nature
48a	Map—lagoons of Venice	Johnston's Royal atlas
48b	Map—isle of Venice	Brit. Ency., vol. xxiv.
		p. 157
49	Venice—panorama from island of San Giorgio Maggiore	From nature

Subject	Authority
50 Venice—panorama from island of San Gior- gio Maggiore	From nature
51 Venice—panorama from island of San Gior- gio Maggiore (telephoto)	From nature
52 Venice—landing place, piazzetta	From nature
53 Venice—Grand canal	From nature
54 Venice—palace of the Doges	From nature
55 Venice—palace of the Doges, the arcade	From nature
56 Venice—Bridge of sighs	From nature
57 Venice—a lamp shot	From nature
58 Venice—lace makers	From nature
59 Venice—the piazzetta	From nature
60 Venice—the piazzetta	From nature
61 Venice—church of St. Mark	From nature
62 Venice—church of St. Mark, the bronze horses	From nature
63 Venice—piazza of St. Mark, the pigeons	From nature
64 Venice—fruit seller	From nature
65 Venice—piazza of St. Mark, the campanile	From nature
66 Venice—piazza of St. Mark, the campanile	From nature
67 Venice—church of St. Mark, the façade	From nature
68 Venice—church of St. Mark, the façade, near view	From nature
69 Venice—church of St. Mark, south side, (telephoto)	From nature
70 Venice—church of St. Mark, main entrance	From nature
71 Venice—church of St. Mark, façade, mo- saics	From nature
72 Venice—church of St. Mark, façade, mo- saic (telephoto)	From nature

XI

Lecture No. 235

*THE PHILIPPINES

Subject	Authority
1 Map—the United States in 1783	Century atlas, pl. xviii
2 Map—acquisition of territory by the U. S.	Century atlas, pl. xix
3 Bathymetrical chart of Pacific ocean	Voyage of Challenger
4 Map—date-lines on north Pacific ocean	Century Mag., vol. lviii p. 744

* The following works are recommended for consultation:—*Worcester*, The Philippines. *Foreman*, the Philippine islands. *Stevens*, Yesterdays in the Philippines. *Davis*, Our conquests in the Pacific. *Griffis*, America in the East. N. Y. Tribune, Our new possessions. Harper and Bros., Pictorial hist. of war with Spain. U. S. Treas. Dept., Monthly summary

Subject	Authority
5 Map—Asia and the East Indian Islands	Eclectic Complete geog., p. 84
6 Map—the Philippines	Brit. Ency., vol. xviii, pl. xi
7 Map—the Philippines and eastern coast of the United States compared	Murray's Bathymetrical charts
8 Plan of naval battle, Manila, May 1, 1898	Century Mag., vol. lvi, p. 616
9 U. S. flagship "Olympia" in Manila bay	By courtesy of Underwood & Underwood
10 Admiral Dewey on the "Olympia"	By courtesy of Underwood & Underwood
11 Crew of flagship "Olympia"	From nature
12 U. S. cruiser "Boston"	From nature
13 Wreck of Spanish flagship "Reine Cristina"	From nature
13 Wreck of Spanish flagship "Reina Cristina"	From nature
15 Map—battle of Manila	Harper's Pictorial history, p. 414
16 Plan of Manila	Harper's Pictorial history, p. 460
17 Manila—camp of U. S. regulars	From nature
18 Manila—Parian gate to old town, erected 1732	From nature
19 Manila—the cathedral	From nature
20 Manila—the cathedral, interior	From nature
21 Manila—mouth of Pasig River	From nature
22 Manila—Custom house, examining station	From nature
23 Manila—quay near custom house	By courtesy of Underwood & Underwood
24 Manila—quay near Bridge of Spain	From nature
25 Manila—Bridge of Spain	From nature
26 Manila—the Escolta	From nature
27 Signaling between U. S. army and navy	By courtesy of Underwood & Underwood
28 Transports (Cascoes) on Pasig River	By courtesy of Underwood & Underwood
29 Preparing to defend Taguig church	From nature
30 Firing from behind stone wall	By courtesy of Underwood & Underwood
31 One of Aguinaldo's young warriors	From nature
32 Malabon	From nature

of commerce and finance. *Barrett*, George Dewey. Brit. Encyc., vol. xviii, article on the Philippines. *Reclus*, Oceanica, p. 243. *Stanford*, Comp. of geog., p. 267. *Ratzel*, History of mankind, vol. i, p. 391. *Meyer*, Negritos, 1899. *Wallace*, Island life, p. 361; Tropical nature, p. 259; Geog. dist. of animals, vol. i, pp. 345 and 448. *Semper*, Animal life, pp. 183-395. *Dana*, Manual of geol., pp. 296 and 921; Coral islands, p. 321. *Darwin*, Coral reefs, pp. 180 and 241. *Kneeland*, Volcanoes and earthquakes, pp. 112-180. *Century Mag.*, vols. lvi-lviii. *Harper's Mag.*, vols. xcvi, xcix. Scientific American supplement, vols. xiv, xvi, and xvii. *Petermann's Mittheilungen*. Journal of anthropological inst., vol. xxv, p. 172. *Bickmore*, The East Indian archipelago. *Wallace*, The Malay archipelago. *Globus*. *Guillemaud*, Voyage of the Marchesa, 2 vols. *Barrett*, Nat. Geog. Mag., Jan., 1900. *Brinton*, Races of Philippine archipelago, Sci. Am. Sup., vol. xlvi, p. 19,212. *Moseley*, Notes of a naturalist on the Challenger.

Subject	Authority
33 Malabon—building native houses . . .	From nature
34 Malabon—group of Filipino children . . .	From nature
35 Angeles—a Filipino family . . .	From nature
36 Angeles—Filipino ladies . . .	From nature
37 Filipino women washing . . .	From nature
38 The Pasig River . . .	From nature
39 Native wagon . . .	From nature
40 Negritos of Luzon . . .	By courtesy of L. M. McCormick
41 Map—distribution of animals in the oriental region . . .	Wallace, Geog. dist. of animals, vol. i, p. 315
42 A crocodile . . .	From nature
43 Skin of a huge python—Palawan Island . . .	From nature
44 Iloilo—a native sailboat . . .	From nature
45 Iloilo—native ox-carts . . .	From nature
46 Guimaras Island—native climbing cocoanut palm . . .	From nature
47 Negros Island—merchant's house . . .	From nature
48 Natives of Zamboanga . . .	From nature
49 Sulu Island—Jolo from the sea . . .	From nature
50 Jolo Harbor—Moros in canoe . . .	From nature
51 Jolo—entrance to town . . .	From nature
52 Jolo—general view . . .	From nature
53 Moro houses . . .	From nature
54 Moro canoe . . .	From nature
55 Jolo—the "Spear market" . . .	From nature
56 Jolo—a military road . . .	From nature
57 Jolo—a hemp plantation . . .	From nature
58 Jolo—searching natives at Moro gate . . .	From nature
59 Jolo—Sultan Harun of Sulu and attendants . . .	From nature
60 Jolo—the old Sultana and body guard . . .	From nature
61 Jolo—Moro children . . .	From nature
62 Jolo—a public garden . . .	From nature
63 Philippine orchid—Cymbidium Lowii . . .	From nature
64 Philippine orchid—Dendrobium phalaenopsis . . .	From nature
65 Dewey naval parade opposite Grant's tomb . . .	From nature
66 Dewey land parade—West Point cadets . . .	From nature
67 School children welcoming Admiral Dewey . . .	From nature
68 Admiral Dewey saluting the school children . . .	From nature
69 Dewey arch and the people . . .	From nature
70 Dewey arch—near view . . .	From nature
71 Dewey arch at night . . .	From nature
72 The President presenting sword to Admiral Dewey . . .	By courtesy of Underwood & Underwood

XII

Lecture No. 239^A

*THE HAWAIIAN ISLANDS

Subject	Authority
1 Map—Pacific ocean	Frye's Comp. geog.
2 Bathymetrical chart of Pacific ocean	Voyage of Chall.
3 Proposed route of Pacific cable	N. Y. Tribune
4 Map of Guam Island—from St. Luis d'Apra to Agaña	U. S. chart, No. 1748
5 Ladrone Islands—active volcanoes of Pajaros	From nature
6 Guam Island—native women and children	From nature
7 Guam Island—shore road	From nature
8 Guam Island—Agaña	From nature
9 Map of Hawaiian Islands	Brit. Ency., vol. ii, pl. xiii
10 Map of Honolulu and vicinity	International year book, p. 389
11 Diamond Head from the east	From nature
12 Hawaiian Islands—approach to Honolulu	From nature
13 Honolulu—panorama from Punch Bowl	From nature
14 Honolulu—panorama of Pearl Harbor	From nature
15 Honolulu—the Hawaiian hotel	From nature
16 Honolulu—Executive building	From nature
17 Honolulu—statue of Kamehameha I	From nature
18 King Kalakaua	From nature
19 A native traveling	From nature
20 A "Luau" or native feast	From nature
21 Grass hut in the grounds of S. M. Damon	From nature
22 Interior of grass hut	From nature

*The following works are recommended for consultation:—*Logan*, Hawaiian islands, 1899. *Alexander*, History of Hawaiian people; History of Hawaiian monarchy. *Blackman*, The making of Hawaii. *Thurston*, Hand-book on annexation. Brit. Encyc., vol. ii, article on Hawaiian islands; vol. x, pp. 240-254, article on Volcanoes; vol. ix, article on the Fiji islands; vol. xiv, article on the Ladrone islands; vol. xvii, articles on the Navigator islands and New Guinea. *Reclus*, Oceanica and The ocean. *Stanford*, Comp. of geog. *Dutton*, Hawaiian volcanoes, 4th annual report U. S. Geol. survey. *Dana*, Corals and coral islands; Characteristics of volcanoes. *Judd*, volcanoes. *Kneeland*, Volcanoes and earthquakes. *Darwin*, Coral reefs. *Geikie*, Earth sculpture, Ancient volcanoes of Great Britain, 2 vols. *Tarr*, Phys. geog. *Sinclair*, Indigenous flowers of Hawaiian islands. *Hillebrand*, Flora of Hawaiian islands. *Wallace*, Island life; Geog. dist. of animals, vol. i. *Fornander*, The Polynesian race, 3 vols. *Ratzel*, History of mankind. *Bingham*, Sandwich islands. *Judd*, Honolulu sketches. *Young*, the Boston at Hawaii. *Krout*, Hawaii and a revolution. N. Y. Tribune, Our new possessions. *Griffis*, America in the East. Hawaiian Hist. Soc. Annual reports and papers. International year book, 1898. *Bishop*, Origin of red glows; Geol. report on Bird island; The Hawaiian Queen and her kingdom. Sci. Am. Suppl., vol. xlvii, p. 19,557. U. S. Treas. Dept., Monthly summary. *Lyons*, Weather record. Report of Hawaiian Bd. of Health. Reports of Hawaiian Bd. of Education and Minister of Pub. Instruction. Hawaiian annual, 1898 and 1899. *Russell*, Volcanoes of North America. *Boney*, Volcanoes, 1898. *Gill*, South Pacific and New Guinea. *D'Alberatis*, New Guinea, 2 vols. *Ellis*, Polynesian researches, 4 vols. *Pritchard*, Polynesian reminiscences. *Murray*, Polynesia and New Guinea. *Hutton*, Missionary life in southern seas. *Wood*, Cruise in the south seas. *Moseley*, Notes by naturalist on the Challenger. *Rost*, Guam, in Munsey's Mag., April, 1900. *Agassiz*, Voyage of the Albatross. Am. Journal of Sci., Aug., 1898, and Jan. and Feb., 1900. Charts and maps of Hawaiian Islands.

Subject	Authority
23 Taro plant	From nature
24 Making poi	From nature
25 Residence of Judge J. W. Kalua	From nature
26 Judge Kalua and wife	From nature
27 Hawaiian boy	From nature
28 Hawaiian girl	From nature
29 Honolulu — Oahu sugar mill	From nature
30 Oahu sugar mill — near view	From nature
31 Ewa plantation — fields of sugar-cane	From nature
32 Ploughing with oxen	From nature
33 Steam plow	From nature
34 Structure of volcanic rock, Lihue	From nature
35 Japanese women in sugar-cane field	From nature
36 Irrigating canal — Ewa plantation	From nature
37 Sugar-cane in tassel	From nature
38 Cutting sugar-cane	From nature
39 Sugar-cane railroad from field to mill	From nature
40 Unloading cane in mill	From nature
41 Crushing the sugar-cane	From nature
42 Crushing the sugar-cane	From nature
43 Adding lime water to cane juice	From nature
44 Apparatus for heating juice	From nature
45 Vacuum evaporators	From nature
46 Centrifugal machines	From nature
47 Placing sugar in bags for shipment	From nature
48 Chinese women and children	From nature
49 Fruit-stand	From nature
50 Bread-fruit tree	From nature
51 Bread-fruit	From nature
52 Banana plants	From nature
53 The banana plant in blossom	From nature
54 Monkey-pod tree (<i>Pithecolobium Samang</i>)	From nature
55 Poinciana regia tree	From nature
56 Poinciana regia — the flowers	From nature
57 Woman carrying children in basket	From nature
58 Oahu college	From nature
59 Oahu college grounds — night-blooming cereus	From nature
60 The Bishop museum — entrance	From nature
61 Waikiki — surf-bathing	From nature
62 Waikiki — surf-riding	From nature
63 Waikiki — native and surf-board	From nature
64 Looking up Nuuanu valley	From nature
65 The Pali	From nature
66 Coral cliff at Kahuku	From nature
67 Selling "Leis" on the street	From nature
68 <i>Lycium Sandwicense</i> — flower	From nature
69 <i>Lycium Sandwicense</i> — fruit	From nature
70 Steamship "Australia" outward bound	From nature
71 Steamship "Warrimoo" entering harbor	From nature
72 Moonlight scene in Honolulu harbor	From nature

XIII

Lecture No. 239^B

*THE HAWAIIAN ISLANDS

Subject	Authority
1 Map—races of Oceanica and Australia	Redrawn from Ratzel, History of Mankind, vol. i, p. 141.
2 Fiji Islands—a chief	From nature
3 Map of Hawaiian Islands	Brit. Ency., vol. ii, pl. xiii
4 Relief map of Kauai Island	U. S. exploring exped., vol. iv
5 Nawiliwili—panorama	From nature
6 Nawiliwili—drift-log from Oregon	From nature
7 Wailua Falls	From nature
8 Kalihiwai valley	From nature
9 Kalihiwai bay	From nature
10 Kalihiwai bay and surf	From nature
11 Anahola mountain range	From nature
12 Hanalei valley—looking up	From nature
13 Hanalei valley—looking down	From nature
14 Japanese woman planting rice	From nature
15 Hanalei valley—rice plantation	From nature
16 Hanalei valley—rice plantation	From nature
17 Hanalei bay—the shore	From nature
18 Mountain peaks north of Hanalei	From nature
19 Cliff north of Hanalei	From nature
20 Map of Maui Island	Hillebrand, Flora of H. I.
21 Coast scene at Oloalu	From nature
22 Wailuku and Iao valley	From nature

*The following works are recommended for consultation:—Charts and maps of Hawaiian Islands. *Logan*, Hawaiian islands, 1830. *Alexander*, History of Hawaiian people; History of Hawaiian monarchy. *Blackman*, The making of Hawaii. *Thurston*, Hand-book on annexation. Brit. Encyc., vol. ii, article on Hawaiian islands; vol. x, pp. 240-254, article on Volcanoes; vol. ix, article on the Fiji islands; vol. xvii, articles on the Navigator islands and New Guinea. *Reclus*, Oceanica and The ocean. *Stanford*, Comp. of geog. *Dutton*, Hawaiian volcanoes, 4th annual report U. S. Geol. Survey. *Dana*, Corals and coral islands; Characteristics of volcanoes. *Judd*, Volcanoes. *Kneeland*, Volcanoes and earthquakes. *Darwin*, Coral reefs. *Geikie*, Earth sculpture, Ancient volcanoes of Great Britain, 2 vols. *Tarr*, Phys. geog. *Sinclair*, Indigenous flowers of Hawaiian islands. *Hillebrand*, Flora of Hawaiian islands. *Wallace*, Island life; Geog. dist. of animals, Vol. I. *Fornander*, The Polynesian race, 3 vols. *Ratzel*, History of mankind. *Bingham*, Sandwich islands. *Judd*, Honolulu sketches. *Young*, The Boston at Hawaii. *Krout*, Hawaii and a revolution. N. Y. Tribune, Our new possessions. *Griffis*, America in the East. Hawaiian Hist. Soc. Annual reports and papers. International year book, 1894. *Bishop*, Origin of red glows; Geol. report on Bird Island; The Hawaiian Queen and her kingdom. Sci. Am. Suppl., vol. xlvii, p. 19,557. U. S. Treas. Dept., Monthly summary. *Lyons*, Weather record. Report of Hawaiian Bd. of Health. Reports of Hawaiian Bd. of Education and Minister of Pub. Instruction. Hawaiian annual, 1898 and 1899. *Russell*, Volcanoes of North America. *Bonney*, Volcanoes, 1898. *Gill*, South Pacific and New Guinea. *D'Albertis*, New Guinea, 2 vols. *Ellis*, Polynesian researches, 4 vols. *Pritchard*, Polynesian reminiscences. *Murray*, Polynesia and New Guinea. *Hutton*, Missionary life in southern seas. *Wood*, Cruise in the south seas. *Moseley*, Notes by naturalist on the Challenger. *Ross*, Guam, in Munsey's Mag., April, 1900. *Agassiz*, Voyage of the Albatross, Am. Journal of Sci., Aug., 1898, and Jan. and Feb., 1900.

Subject	Authority
23 Iao valley — looking down	From nature
24 Picking guavas by the roadside	From nature
25 Koa grove	From nature
26 Iao valley — "The Needle"	From nature
27 Iao valley — "The Needle"	From nature
28 Iao valley — within the old crater	From nature
29 Iao valley — panorama	From nature
30 Hauling seine — shore of Kahului	From nature
31 Hauling seine — shore of Kahului	From nature
32 Mount Haleakala — from shore at Kahului	From nature
33 Cattle browsing on cactus	From nature
34 Makawao — preparing to ascend Haleakala	From nature
35 Refuge hut at the summit	From nature
36 Haleakala in the clouds	From nature
37 Looking into the crater	From nature
38 Cones and lava outflows in crater	From nature
39 Cones and lava outflows in crater	From nature
40 Cones and lava outflows in crater	From nature
41 Sunset scene above the clouds	From nature
42 Map — Hawaiian plateau	Voyage of the Challenger, pl. ib
43 Map — Hawaii Island	Dana, Volcanoes
44 Ancient temple	From nature
45 Hilo — sacrificial stone	From nature
46 A tropical shower	From nature
47 Coast of Hawaii and Mauna Kea	From nature
48 Hilo bay — approach to landing	From nature
49 Native fishing boats	From nature
50 Spearing fish	From nature
51 Aged fisherman	From nature
52 A Hilo home	From nature
53 Traveler's tree	From nature
54 Bank of ferns	From nature
55 "Arch rock"	From nature
56 A cañon	From nature
57 Road to Volcano house	From nature
58 Tree-ferns	From nature
59 <i>Tritoma uvaria</i> , or <i>Kniphofia Aloides</i>	From nature
60 Japanese lily (<i>Lilium speciosum</i>)	From nature
60a Plan of crater of Kilauea	Dana, Volcanoes, pl. ix
61 Crossing Caldera of Kilauea	From nature
62 Kilauea — flow of lava	From nature
63 Crater of Halemaumau, 1899	From nature
64 Crater of Kilauea — New Lake, 1885	From nature
65 Crater of Halemaumau, 1892	From nature
66 Crater of Kilauea — Dana Lake, 1891	From nature
67 Mauna Loa from crater of Kilauea	From nature
68 Volcanic cones on Mauna Loa	From nature

	Subject	Authority
69	Active cone on Mauna Loa, 1899	From nature
70	Evening view of eruption of 1899	From nature
71	Night view of eruption of 1899	From nature
72	Night view of eruption of 1899	From nature

XIV

Our Native Birds

	Subject	Authority
1	Great auk	
2	Pied-billed grebe	Bird-life, p. 84, pl. 2
3	Nest and eggs of pied-billed grebe	
4	Loon	Bird-life, p. 86, pl. 3
5	Hérons	Bird-life, p. 94 and pl. 6
6	Com. tern—semipalmated plover and sand- piper	Bird-life, p. 106, pl. 10
7	American woodcock and young	Bird-life, p. 102
8	American woodcock on nest	
9	Spotted sandpiper—killdeer	Bird-life, p. 108, pl. 11
10	Wild pigeon	Bird-life, p. 112
11	Mourning dove	Bird-life, p. 112, pl. 13
12	Red-shouldered hawk	Bird-life, p. 116, pl. 14
13	American sparrow hawk	Bird-life, p. 120, pl. 16
14	Sharp-shinned hawk	Bird-life, p. 122, pl. 17
15	Bald eagle	Bird-life, p. 124
16	Screech owl	Bird-life, p. 128
17	Great horned owl	Bird-life, p. 128
18	Yellow-billed cuckoo	Bird-life, p. 132, pl. 22
19	Belted kingfisher	Bird-life, p. 136
20	Downy woodpecker	Bird-life, p. 138 and pl. 24
21	Red-headed woodpecker	Bird-life, p. 140 and pl. 25
22	Nighthawk—whip-poor-will	Bird-life, p. 142, pl. 27
23	Chimney swift	Bird-life, p. 146, pl. 28
24	Ruby-throated hummingbird	Bird-life, p. 148 and pl. 29
25	Kingbird	Bird-life, p. 150, pl. 30
26	Phoebe	Bird-life, p. 154, pl. 32
27	Wood pewee	Bird-life, p. 158 and pl. 33
28	Horned lark	Bird-life, p. 158, pl. 34
29	American crow	Bird-life, p. 161
30	Nest and young of American crow	
31	Blue jay	Bird-life, p. 162

Subject	Authority
32 Baltimore oriole	Bird-life, p. 164, pl. 35
33 Orchard oriole	Bird-life, p. 166, pl. 36
34 Red-winged blackbird	Bird-life, p. 166
35 Purple grackle	Bird-life, p. 168, pl. 37
36 Bobolink	Bird-life, p. 170, pl. 38
37 Meadow lark	Bird-life, p. 174, pl. 39
38 Red clover (<i>Trifolium pratense</i>)	
39 Cowbird	Bird-life, p. 176 and pl. 40
40 Song sparrow	Bird-life, p. 178 and pl. 41
41 Field sparrow	Bird-life, p. 182 and pl. 43
42 Vesper sparrow	Bird-life, p. 184 and pl. 44
43 Chipping sparrow	Bird-life, p. 186 and pl. 45
44 White-throated sparrow	Bird-life, p. 188 and pl. 46
45 Junco	Bird-life, p. 192 and pl. 48
46 Redpoll — snowflake	Bird-life, p. 194, pl. 50
47 American crossbill — pine grosbeak	Bird-life, p. 196, pl. 51
48 Rose-breasted grosbeak	Bird-life, p. 202, pl. 54
49 Towhee	Bird-life, p. 204, pl. 55
50 Indigo bunting	Bird-life, p. 206
51 Scarlet tanager	Bird-life, p. 211
52 Swallows	Bird-life, p. 211 and pl. I
53 Nest of barn-swallow	
54 Cedar waxwing	Bird-life, p. 216, pl. 57
55 Northern shrike	Bird-life, p. 218, pl. 58
56 Red-eyed vireo and yellow-throated vireo	Bird-life, p. 220 and pl. 59
57 Nest and two eggs of warbling vireo	
58 Oven-bird	Bird-life, p. 232 and pl. 63
59 Maryland yellow-throat	Bird-life, p. 234 and pl. 64
60 Catbird on nest	Bird-life, p. 237
61 Brown thrasher	Bird-life, p. 240, pl. 67
62 House wren	Bird-life, p. 240 and pl. 68
63 Chickadee and brown creeper	Bird-life, p. 246, pl. 70
64 Red-breasted and white-breasted nuthatch	Bird-life, p. 250 and pl. 71
65 Golden-crowned and ruby-crowned kinglets	Bird-life, p. 252, pl. 72
66 Veery (<i>Wilson's thrush</i>)	Bird-life, p. 254, pl. 73
67 Wood thrush	Bird-life, p. 256, pl. 74

- 68 Pink azalea (*Azalea nudiflora*)
 69 Hermit thrush Bird-life, p. 258, pl. 75
 70 American robin Bird-life, p. 260
 71 Nest of American robin
 72 Bluebird at entrance to nest

The following Slides may be used to supplement the above illustrations of Our Native Birds

From Lecture No. 190, Pennsylvania, Virginia, and the District of Columbia,
 Slide No. 32, Virginia quail

From Kindergarten Series "A."

- Slide No. 66.—Wild ducks
 " " 23.—Ruffed grouse
 " " 48.—Flicker (woodpecker)
 " " 47.—Tree sparrows
 " " 24.—The American goldfinch ("yellow bird")
 " " 65.—Long-billed marsh wren

XV

Lecture No. 200^A

* SOUTHERN PALESTINE—JERUSALEM

Subject	Authority
1 Relief map of Asia	Frye's Comp. geog., p. 62
2 Physical map of Egypt and Syria	Keith Johnson, Phys. geog., p. 155
3 Route of earlier part of Exodus	Dawson, Egypt and Syria, p. 43
4 Map of wanderings of Israelites	Harper, Bible and mod- ern discoveries
5 Mount Sinai	From nature

* The following works are recommended for consultation:—*Baedeher*, Guide to Palestine and Syria. *Thomson*, The land and the Book, 3 vols.; articles, Palestine, and Map, *Brit. Encyc.*, vol. xviii, Damascus, vol. vi, Israel and Jerusalem, vol. xiii, Phoenicia, vol. xviii, and Sinai and Syria, vol. xxii. *Green*, Pictures from Bible lands. *Dawson*, Egypt and Syria, and Modern science in Bible lands. *Sayce*, Fresh light from ancient monuments. *Conder*, Syrian stone lore, Palestine, Heth and Moab. Altaic hieroglyphs and Hittite inscriptions, Tell Amarna tablets, Judas Maccabæus, and Latin kingdom of Jerusalem. *Tristram*, Land of Moab. *Merrill*, Galilee in Time of Christ, and East of the Jordan. *Wilson* and *Warren*, Recovery of Jerusalem. *Stanley*, Sinai and Palestine, 1 vol., and History of the Jews, 3 vols. *Wilson*, In scripture lands. *Whiston's* Josephus, 2 vols. *Wood*, Bible animals. *Diener*, Lebanon. *Smith*, Bible dictionary, 4 vols. *Blanchenhorn*, Geology of Syria and map. *Porter*, Giant cities of Bashan. *Robinson*, Biblical researches, 3 vols. *Manning*, Those holy fields. *Smith*, Historical geography of the Holy Land. *Field*, Greek islands and Turkey after the war, Among the holy hills, and On the desert. *Harper*, The Bible and modern discoveries, and From Abraham to David. *Palestine exploration fund*, Survey of western Palestine, fauna and flora, *Tristram Memoirs*, 3 vols., Atlases, Special papers, Name lists, Quarterly statements, 1894-1897, Thirty years' work in the Holy Land, The city and the land. *Bliss*, A mound of many cities. *Oliphant*, Haifa. *Palgrave*, Central and eastern Arabia. *Biblical World*, 1894-1897. *Hull*, Geology of Palestine and Arabia Petraea, Mount Seir. *Armstrong*, Names and Places in Old and New Testaments and their modern identifications. *Schumacher*, Across the Jordan, Survey of the Jaulan, and Abila, Pella, and Northern Ajlun. *Post*, Flora of Syria, Palestine, and Sinai. *Vincent*, Earthly footsteps of the Man of Galilee.

Subject	Authority
6 Relief map of Palestine, by Armstrong . . .	Palestine exploration fund
7 Map—New Hampshire and Palestine . . .	Frye's Comp. geog., p. 143 and pl. U
8 Jaffa, from the sea	From nature
9 Russian pilgrims	From nature
10 Russian pilgrims	From nature
11 Panorama of Hebron	From nature
12 Abraham's oak	From nature
13 Pools of Solomon	From nature
14 Bethlehem—church of Nativity and convents	From nature
15 Bethlehem—church of Nativity, nave . . .	From nature
16 Bethlehem—church of Nativity, Greek chapel	From nature
16a Bethlehem—shrine of Christ's birth . . .	From nature
16b Bethlehem—tomb of St. Jerome	From nature
17 Bethlehem—market place	From nature
18 Bethlehem—a native girl	From nature
19 Bethlehem—field of the shepherds	From nature
20 Well of the Magi	From nature
21 Tomb of Rachel	From nature
22 Ain Karim	From nature
23 Plan of modern Jerusalem	Brit. Encyc., vol. 13, pl. x
24 Geological section of site of Jerusalem . .	Dawson, Egypt and Syria, p. 76
25 Jerusalem—road from Jaffa gate	From nature
26 Jerusalem—garden near Jaffa gate	From nature
27 Jerusalem—panorama from Mt. of Olives .	From nature
28 Jerusalem—panorama from Mt. of Olives .	From nature
29 Jerusalem—Mt. Zion and tomb of David .	From nature
30 Jerusalem—Herod's gate	From nature
31 Jerusalem—a beggar	From nature
32 Jerusalem—lepers	From nature
33 Jerusalem—Jaffa gate	From nature
34 Jerusalem—David street	From nature
35 Jerusalem—tower of David	From nature
36 Jerusalem—pool of Hezekiah	From nature
37 Jerusalem—church of the Holy Sepulchre .	From nature
38 Jerusalem—church of the Holy Sepulchre— interior	From nature
39 Jerusalem—a Jew	From nature
40 Jerusalem—a Coptic priest	From nature
41 Jerusalem—an Arab boy	From nature
42 Jerusalem—kawass or consular attendant	From nature
43 Jerusalem—women grinding corn	From nature
44 Jerusalem—native woman carrying child .	From nature
45 Jerusalem—Jews' wailing place	From nature
46 Jerusalem—Robinson's arch	From nature
47 Jerusalem—tower of Antonia	From nature

Subject	Authority
48 Jerusalem—tablet from Herod's temple	Palestine Explor. Fund
49 Jerusalem—David's place of judgment	From nature
50 Jerusalem—mosque of Omar	From nature
51 Jerusalem—mosque of Omar—interior	From nature
52 Jerusalem—mosque of Omar—altar stone	From nature
53 Jerusalem—mosque of Omar—marble pulpit	From nature
54 Jerusalem—shrine of Mohammed's ascension	From nature
55 Jerusalem—"Solomon's stables"	From nature
56 Jerusalem—pool of Bethesda	From nature
57 Jerusalem—mosque El-Aksa	From nature
58 Jerusalem—looking west from St. Anne's church	From nature
59 Jerusalem—St. Stephen's gate	From nature
60 Jerusalem—mount of Olives	From nature
61 Jerusalem—tomb of the Virgin	From nature
62 Jerusalem—garden of Gethsemane	From nature
63 Jerusalem—southern part of the eastern wall	From nature
64 Jerusalem—"Absalom's tomb"	From nature
65 Stairway of Nehemiah, recently excavated	Palestine explor. fund, Jan. '97
66 Ancient tower, excavated by Dr. Bliss	Palestine explor. fund, Oct. '94
67 Jerusalem—northern wall	From nature
68 Jerusalem—Damascus gate	From nature
68a Jerusalem in her grandeur—Selous	From engraving
68b Jerusalem in her fall—Selous	From engraving
69 Rome—the Forum, from the Capitol	From nature
70 Rome—arch of Titus	From nature
71 Rome—arch of Titus, bas-relief of royal procession	From nature
72 Rome—arch of Titus, bas-relief of golden candlestick	From nature

XVI

Lecture No. 200^B

MAMMALS

Subject	Authority
1 Opossums (<i>Didelphys marsupialis</i>)	Riverside nat. hist., vol. 5, p. 25
1a Opossums (<i>Didelphys marsupialis</i>)	" " " 25
2 Red kangaroo (<i>Macropus rufus</i>)	" " " 36
2a Red kangaroo and man (<i>Macropus rufus</i>)	" " " 36

NOTE.—The classification here adopted is that given in An introduction to the study of mammals, living and extinct, by Flower and Lydekker, pages 88 to 92.

Subject	Authority	
3 Great anteater (<i>Myrmecophaga jubata</i>)	Riverside nat. hist., vol. 5, p.	59
4 Peba armadillo (<i>Tatusia novemcincta</i>)	" " "	49
5 Hippopotamus (<i>Hippopotamus amphibius</i>)	" " "	272
6 Hippopotamus (<i>Hippopotamus amphibius</i>)	" " "	272
7 European wild boar (<i>Sus scrofa</i>)	" " "	264
8 Domestic swine (<i>Sus scrofa domesticus</i>)	" " "	264
9 Collared peccary (<i>Dicotyles tajacu</i>)	" " "	269
10 Arabian camel (<i>Camelus dromedarius</i>)	" " "	280
10a Camels at pyramids (<i>Camelus dromedarius</i>)	" " "	280
11 Bactrian camel (<i>Camelus bactrianus</i>)	" " "	282
12 Llama, male (<i>Auchenia llama</i>)	" " "	284
12a Llama and young (<i>Auchenia llama</i>)	" " "	284
13 Axis deer (<i>Cervus axis</i>)	" " "	292
13a Hog deer (<i>Cervus porcinus</i>)	" " "	291
13b Sambur deer (<i>Cervus aristotelis</i>)	" " "	291
14 Japanese deer (<i>Cervus sika</i>)	" " "	292
15 Wapiti, male (<i>Cervus canadensis</i>)	" " "	294
15a Wapiti—one antler (<i>Cervus canadensis</i>)	" " "	294
15b Wapiti—no antlers (<i>Cervus canadensis</i>)	" " "	294
15c Wapiti group (<i>Cervus canadensis</i>)	" " "	294
16 Red deer (<i>Cervus elaphus</i>)	" " "	292
16a Fallow deer (<i>Cervus dama</i>)	" " "	295
17 Skeleton of extinct Irish deer (<i>Cervus giganteus</i>)	" " "	295
18 Reindeer (<i>Rangifer tarandus</i>)	" " "	306
18a Caribou calf (<i>Rangifer caribou</i>)	" " "	308
19 Moose, young male (<i>Alce machlis</i>)	" " "	296
19a Mule deer, male (<i>Cariacus macrotis</i>)	" " "	302
19b Mule deer, group (<i>Cariacus macrotis</i>)	" " "	302
20 Mule deer, female (<i>Cariacus macrotis</i>)	" " "	302
21 Virginia deer (<i>Cariacus virginianus</i>)	" " "	301
22 Giraffe (<i>Giraffa camelopardalis</i>)	" " "	312
23 Skeleton of giraffe (<i>Giraffa camelopardalis</i>)	" " "	312
24 Prong-horned antelope (<i>Antilocopra americana</i>)	" " "	333
24a Prong-horned antelope, group	" " "	333
24b Harte-beest (<i>Alcelaphus caama</i>)	" " "	338
24c Singing antelope (<i>Cobus defassus</i>)	" " "	336
25 Black-buck (<i>Antelope cervicapra</i>)	" " "	335
25a Beisa antelope (<i>Oryx beisa</i>)	" " "	327
25b Oryx (<i>Oryx leucoryx</i>)	" " "	327
26 Nilgau (<i>Boselaphus tragocamelus</i>)	" " "	326
27 Rocky-Mt. goat (<i>Haploceros montanus</i>)	" " "	343
28 Ibex (<i>Capia ibex</i>)	" " "	348
29 "Bighorn" sheep (<i>Ovis montana</i>)	" " "	345

Subject	Authority
30 Angora and Cashmere goats . . .	Riverside nat. hist., vol. 5, p. 351
30a Sheep ranch (<i>Ovis</i>)	" " " 346
31 Aoudad (<i>Ovis tragelaphus</i>) . . .	" " " 346
32 Musk ox (<i>Ovibus moschatus</i>) . . .	" " " 351
33 Indian buffalo (<i>Bos buffelus</i>) . . .	" " " 322
34 American bison, male (<i>Bos americanus</i>)	" " " 317
35 American bison (female and young)	" " " 317
35a European bison (<i>Bos bonasus</i>) . .	" " " 315
36 Yak, male (<i>Bos grunniens</i>) . . .	" " " 322
37 Zebu, male (<i>Bos indicus</i>) . . .	" " " 321
37a Zebu, group (<i>Bos indicus</i>) . . .	" " " 321
38 Tapir, male (<i>Tapirus americanus</i>) .	" " " 238
39 Shoeing a horse	" " " 246
39a Horse ranch	" " " 246
40 Domestic ass (<i>Equus asinus</i>) . . .	" " " 258
40a Wild ass (<i>Equus hemionus onager</i>)	" " " 251
41 Zebra (<i>Equus chapmani</i>)	" " " 260
41a Indian rhinoceros (<i>Rhinoceros uni-</i> cornis)	" " " 240
42 Indian elephant (<i>Elephas indicus</i>) .	" " " 218
42a Parade of elephants (<i>Elephas indicus</i>)	" " " 218
43 Mammoth from Siberia (<i>Elephas prim-</i> igenius)	" " " 215
44 Mastodon (<i>Mastodon americanus</i>) .	" " " 226
44a Red squirrel (<i>Sciurus hudsonicus</i>) .	" " " 129
44b Chipmunk (<i>Tamias striatus</i>) . . .	" " " 127
45 Woodchuck (<i>Arctomys monax</i>) . . .	" " " 123
46 Prairie-dogs (<i>Cynomys ludovicianus</i>)	" " " 124
46a Ground squirrel (<i>Spermophilus 13-line-</i> atus)	" " " 125
46b American beaver (<i>Castor canadensis</i>)	" " " 118
46c Beaver dam	" " " 118
47 Muskrat (<i>Fiber zibethicus</i>) . . .	" " " 104
47a Pocket gopher (<i>Geomys bursarius</i>) .	" " " 99
48 Canadian porcupine (<i>Erethizon dor-</i> satus)	" " " 88
49 Wood rabbit (<i>Lepus floridanus</i>) . .	" " " 78
50 Common cat (<i>Felis domesticus</i>) . .	" " " 457
51 Lion, male (<i>Felis leo</i>)	" " " 450
52 Lion, female (<i>Felis leo</i>)	" " " 451
53 Tiger, male (<i>Felis tigris</i>)	" " " 449
54 Leopard (<i>Felis pardus</i>)	" " " 452
54a Wild cat (<i>Felis rufa</i>)	" " " 466
55 Puma (<i>Felis concolor</i>)	" " " 453
55a Jaguar (<i>Felis onca</i>)	" " " 455
55b Striped Hyæna (<i>Hyæna striata</i>) . .	" " " 433
56 English setter (<i>Canis familiaris</i>) .	" " " 425
56a Eskimo dogs	" " " 422
57 Timber wolves (<i>Canis nubilis</i>) . .	" " " 418
57a Gray wolves (<i>Canis nubilis</i>) . . .	" " " 418

Subject	Authority
57b Coyote or prairie wolf (<i>Canis latrans</i>)	Riverside nat. hist., vol. 5, p. 419
58 Red foxes (<i>Vulpes fulvus</i>)	" " " 413
58a Large-eared fox (<i>Vulpes macrotis</i>)	" " " 413
58b Arctic fox (<i>Vulpes lagopus</i>)	" " " 414
59 Polar bears (<i>Thalarctos maritimus</i>)	" " " 383
59a Polar bear (<i>Thalarctos maritimus</i>)	" " " 383
60 Grizzly bear (<i>Ursus horribilis</i>)	" " " 381
61 Black bear (<i>Ursus americanus</i>)	" " " 377
62 Cinnamon bear (<i>Ursus americanus</i>)	" " " 380
62a Cinnamon bear, female (<i>Ursus americanus</i>)	" " " 380
63 Otter (<i>Lutra canadensis</i>)	" " " 388
64 Skunk (<i>Mephitis mephitis</i>)	" " " 390
65 American badger (<i>Taxidea americana</i>)	" " " 394
66 Mink (<i>Putorius vison</i>)	" " " 399
67 Weasel (<i>Putorius noveboracensis</i>)	" " " 401
67a Weasel, winter pelage	" " " 401
67b Wolverine (<i>Gulo luscus</i>)	" " " 395
68 Sea lions (<i>Zalophus californiana</i>)	" " " 472
68a Walrus (<i>Odobenus rosmarus</i>)	" " " 468
69 Harbor seals (<i>Phoca vitulina</i>)	" " " 475
70 Fruit-eating bat (<i>Pteropus edulis</i>)	" " " 162
71 Orang-utang (<i>Simia satyrus</i>)	" " " 523
71a Gorilla (<i>Gorilla savagei</i>)	" " " 527
72 Chimpanzee (<i>Anthropopithecus troglodytes</i>)	" " " 525
72a Skeletons of chimpanzee and man	" " " 525

XVII

* NORTHERN PALESTINE — DAMASCUS

Subject	Authority
1 Geological map of Palestine	Conder, Palestine, pl. iii
2 Map of Palestine as divided among the twelve tribes	Conder, Palestine, pl. iv
3 Map of Palestine at beginning of Christian era	Conder, Palestine, pl. v
4 Map of southern and central Palestine	Am. S. S. Union pocket atlas

* The following works are recommended for consultation:—*Baedeker*, Guide to Palestine and Syria. *Thomson*, The land and the Book, 3 vols. Articles—Palestine, and Map, Brit. Encyc., vol. xviii; Damascus, vol. vi; Israel, and Jerusalem, vol. xiii; Phœnicia, vol. xviii; and Sinai and Syria, vol. xxii. *Green*, Pictures from Bible lands. *Dawson*, Egypt and Syria, and Modern science in Bible lands. *Sayce*, Fresh light from ancient monuments. *Conder*, Syrian stone lore, Palestine, Heth and Moab, Altaic hieroglyphs and Hittite inscriptions, Tell Amarna tablets, Judas Maccabæus, and Latin kingdom of Jerusalem. *Tristram*, Land of Moab. *Merrill*, Galilee in time of Christ, and East of the Jordan. *Wilson and Warren*, Recovery of Jerusalem. *Stanley*, Sinai and Palestine, 1 vol., and History of

Subject	Authority
5 Convent of Mar Saba—general view	From nature
6 Convent of Mar Saba—old monk	From nature
7 Bethany, from Jericho road	From nature
8 Bethany—house of Mary and Martha	From nature
9 Plain of Jericho	From nature
10 River Jordan at fording place	From nature
11 The Dead Sea	From nature
12 Map of the Dead Sea	Reclus, Asia, vol. iv, p.
373	
13 Moabite stone	From nature
14 Quarantana hill	From nature
15 Gibeon, hill of Saul	From nature
16 Neby Samwil (Mizpeh)	From nature
17 Tombs of the kings	From nature
18 Tombs of the judges	From nature
19 Mount Gerizim, from Jacob's well	From nature
20 Jacob's well	From nature
21 Shechem (Nabulus)	From nature
22 Ruins of ancient Samaria	From nature
23 Nabulus, native in Beduin costume	From nature
24 A Syrian doctor	From nature
25 Plain of Dothan	From nature
26 Fountain of Jezreel ('Ain Jalud)	From nature
27 Mount Tabor	From nature
28 Nazareth	From nature
29 Nazareth—street scene	From nature
30 Nazareth—Moslem ovens	From nature
31 Nazareth—fountain of the Virgin	From nature
32 Nazareth—native women	From nature
33 Mount Hattin (Mount of the Beatitudes)	From nature
34 Map of lake of Tiberias	Reclus, Asia, vol. iv, p.
410	
35 Tiberias	From nature
35a Boat on lake of Tiberias	From nature
36 Magdala	From nature
37 River Jordan, upper part	From nature
38 Roman bridge in the Jordan near Banias	From nature
39 Damascus—from the west	From nature
40 Damascus—panorama	From nature

the Jews, 3 vols. *Wilson*, In scripture lands. *Whiston's* Josephus, 2 vols. *Wood*, Bible animals. *Diener*, Lebanon. *Smith*, Bible dictionary, 4 vols. *Blanchenhorn*, Geology of Syria and map. *Porter*, Giant cities of Bashan. *Robinson*, Biblical researches, 3 vols. *Manning*, Those holy fields. *Smith*, Historical geography of the Holy Land. *Field*, Greek islands and Turkey after the war, Among the holy hills, and On the desert. *Harper*, The Bible and modern discoveries, and From Abraham to David. *Palestine exploration fund*, Survey of western Palestine, Fauna and flora, Tristram Memoirs, 3 vols., Atlases, Special papers, Name lists, Quarterly statements 1894-1897, Thirty years' work in the Holy Land, The city and the land. *Bliss*, A mound of many cities. *Oliphant*, Haifa. *Palgrave*, Central and eastern Arabia. *Biblical World* 1894-1897. *Hull*, Geology of Palestine and Arabia Petraea, and Mount Seir. *Armstrong*, Names and places in the Old and New Testaments and their modern identifications. *Schumacher*, Across the Jordan, Survey of the Jaulan, and Abila, Pella, and Northern Ajlun. *Post*, Flora of Syria, Palestine, and Sinai. *Vincent*, Earthly footsteps of the Man of Galilee. *Reclus*, Asia, vol. iv. Am. S. S. Union pocket atlas. *Stanford*, Compendium of geography.

Subject	Authority
41 Damascus — panorama	From nature
42 Damascus — Grand Mosque	From nature
43 Damascus — court of Grand Mosque	From nature
44 Damascus — colonnade of Grand Mosque	From nature
45 Damascus — tomb of St. John	From nature
46 Damascus — tomb of Saladin	From nature
47 Damascus — courtyard of Jewish house	From nature
48 Damascus — interior of house	From nature
49 Damascus — the wall	From nature
50 Damascus — camp of pilgrims to Mecca	From nature
51 Damascus — "Military mosque"	From nature
52 Damascus — "Military mosque"	From nature
53 Baalbek — distant view	From nature
54 Plan of temples at Baalbek	Thomson, Lebanon and Damascus, p. 322
55 Baalbek — wall of great court	From nature
56 Baalbek — wall of great court	From nature
57 Baalbek — the mosque	From nature
58 Baalbek — the six columns of peristyle	From nature
59 Baalbek — temple of Jupiter	From nature
60 Baalbek — portal of temple of Jupiter	From nature
61 Baalbek — interior of temple of Jupiter	From nature
62 Baalbek — interior of temple of Jupiter	From nature
63 Baalbek — three great stones in west wall	From nature
64 Baalbek — great stone in quarry	From nature
65 Baalbek — columns of peristyle, from rear	From nature
66 Baalbek — leaning column, temple of Jupiter	From nature
67 Ruins of Palmyra — distant view	From nature
68 Ruins of Palmyra — colonnade of temple of the Sun	From nature
68a Palmyra — temple of Diocletian	From nature
68b Palmyra — ancient tomb	From nature
69 Zahleh	From nature
70 Headdress of Woman of the Druses	From nature
71 Cedars of Lebanon	From nature
72 Beirut	From nature

AIR, AND ITS RELATION TO VITAL ENERGY

CHAPTER I

THE BODY AN ENERGY TRANSFORMER

Existing energy a product of the transformation of pre-existing energy. All physical phenomena are changes in matter accompanying the transformation of energy from one form into the same energy in another form or forms, or the change of energy in the same form from one body, or aggregation of matter, to another. All work consists in change in the form or forms of energy. The so-called developed energy, by which are carried on the industries and processes in which human activities are engaged, is pre-existing energy, in altered form, or manifestation. Thus, the energy of steam is part of that which pre-existed in the chemical energy residing in the chemical affinities between the atoms of carbon and hydrogen on the one side and of oxygen on the other. In the phenomena known as combustion, chemical energy is transformed into thermal energy. The energy in the produced steam is part of that thermal energy transmitted from the combustion gases to the water molecules, the remainder being unutilized, passing off with the hot gases which escape through the chimney, and in the heat otherwise lost.

The great source of energy within human reach and ready to man's use is that of the character just described. On one side is carbon and hydrogen in their various forms and combinations, and on the other side is the oxygen abundantly furnished in the atmosphere. Carbon has been stored in enormous quantities within easy reach. The oxygen of the air is so diluted by a neutral gas that the rate of chemical energy transformation and reappearance in thermal form is within man's control. The nitrogen of the air makes it possible for but one out of five of the atmospheric molecules which approach the carbon to combine with its atoms. Beside acting as an effective buffer, these neutral molecules of nitrogen share the produced thermal energy which is the product of chemical combination between the oxygen and the carbon, and so greatly reduce the rate of chemical action between the two combining elements. If the atmosphere were without the effect of the nitrogen buffer and cooler, combustion would become uncontrollable, and material which now burns slowly and controllably would ignite with the rapidity of flashing gunpowder. The presence of nitrogen in the existing proportion does not, however, fix the combustion rate, since by means of draught the quantities of air and of oxygen brought into contact with material in a state of combustion may be increased and controlled at will and the intensity of combustion correspondingly regulated.

The physical function of the body. The human body is essentially an organism for the transformation of chemical into other forms of energy. It is a complex mechanism, a system in which and by which already existing energy is transformed into what may be called vital energy, the transformation being through chemical or vito-chemical processes. The source of the body's energy is largely in the chemical energy which exists between carbon and oxygen, and perhaps also that which exists between hydrogen and oxygen. The human body is furnished with means for oxidation processes and with associated mechanism, and mechanically considered it is like the boiler of a factory and its associated engine, shafting, belting, gearing, machines, and tools. It is the most perfect type of energy transforming and using means known. In the mill the energy is produced at a central point, in the fires beneath the boilers, often and generally remote from the place of its application in productive expenditure. Between the point of production and the place of application are the water, steam, pipes, engine, belts or gearing, shafting, and finally, the special machines or tools. At every point of change energy is wasted. But little if any more than one-half the thermal energy developed by the oxidation process is stored in the steam. The engine which requires 35 lbs. of steam per hour to develop one horse power in dynamic energy uses nearly 30,000 thermal units out of the 60,000 or more thermal units developed by the coal combustion. The thermal equivalent of 1 horse power per hour work is but 2,545 thermal units, whereas the thermal units in the 35 lbs. of steam furnished the engine is nearly 30,000. Under the conditions assumed not more than 1/13 of the thermal and elastic energy residing in the steam is transformed into energy of the engine action. Between the energy produced in the fire and that available in the engine there is a ratio of 26 in the fire to 1 in the engine. Beyond the engine the loss is continued in the action of belts, pulleys, gearings, bearings, frictions, and resistances of one kind and another, to such an extent that the effective energy output may not exceed 1/50 of that produced in the fires.

Contrast between mechanical and vital systems. In comparison with the mill system for the transformation, transmission, and expenditure of energy in productive work, the human body, and other animal systems, stand in marked contrast. In the latter energy is developed at or near the point of its expenditure, and the losses due to transmission through long distances and the changing forms of mechanism are for the most part avoided. Thus, if work is done by the hand, the energy therefor is largely "generated" by the oxidation of carbon in the muscles of the forearm and hand. The mode is ideal in respect to the economy of energy transformation and application, and the nearer it may be approached in the design and operation of mills and other mechanisms, the greater the efficiency of developed energy becomes.

Whenever and in whatever manner a given quantity of fuel is oxidized, whether with the intense ignition common in the boiler furnaces, or with the slow oxidation peculiar to the body's fires, the same quantity of thermal energy is produced and the same products of combustion are evolved. To both processes oxygen on the one hand and carbon or hydrogen, or both, on the other, are essential.

Analogy between the requirements of mechanical and vital systems. The analogy between the power, or mill, system and the animal system extends beyond the methods of energy production and expenditure. On the one side are furnaces, boiler and associated parts, and on the other the body with its digestive, respiratory, and motor organisms. For the mechanical system are required fuel and draft; for the vital system food and air supply; the purpose of the latter is in both cases to supply oxygen and to carry away combustion products.

The essentials to a good boiler fire are practically the same as those to a good working vitality. The first essential to a power system is draught; the second, proper stoking. The first essential to a working vitality is air, and, second, proper exercise. The third essential to a power system is good fuel, and to vital energy, proper food.

Of these essentials the most important to both the power and the animal systems is air. The best of fuel and the best of stoking is of no avail without draught. A hot fire may be made out of poor fuel, provided the draught is good and the stoking skillful. So also the best of food is useless without breath.

Next in importance to the power and the animal systems are good stoking and proper exercise. The best of fuel, however good the draught, with poor stoking, furnishes only poor results in heating power and evaporation rates. Good stoking with poor fuel and good draught may give fair results. What in these matters is true of boiler fires is also true of the body. Air quality is of more importance to energy production than is food quality. The vital energy of the man who lives on inferior and ill served food, but who exercises freely in out-of-door air, excels in a marked degree that of the man whose food is of the best, but whose habits are sedative.

So, also, proper exercise is of greater importance than is food quality. These facts are illustrated in the superb physique and the superior strength of the out-of-door laborer whose diet would be disdained by the dainty loungeur as that he would not bring himself to touch until close to starvation. The one has coarse, and perhaps ill adapted and ill prepared food, but an abundance of pure air and exercise. The other has the choicest of foods wholesomely prepared, but breathes the tainted air of enclosures and exercises effortlessly and without stirring the body's fires into a continuous glow. The first essential to vital energy is therefore air. The function of ventilation is to supply that air, and, within certain fixed limits, to keep indoor air as pure as out-of-door air.

Products. The analogy between the power system and the animal system includes also the products attending the process of energy transformation, or otherwise, the process of oxidation. In the furnace, the principal product of combustion is carbon dioxide. Accompanying this is the formation or liberation of a considerable quantity of water vapor. There are also products of incomplete oxidation, such as smoke, carbon monoxide, and traces of other gases or vapors. Heat, also, not taken from the combustion gases or fire by the boiler escapes unused. For these waste products is provided a chimney, whose function, beyond that of supplying air to the fire, is to remove

the combustion products of the fire. Other products attending combustion are in the soluble and the insoluble ash, for which is provided the pit.

On the side of the animal furnace, there are found essentially the same products attending the process of oxidation within the body. From it, carbon dioxide is the principal gaseous elimination. Water vapor escapes also in considerable quantity. As in the case of the power boiler, this vapor is not that generated within the body, but rather that supplied to it, like the evaporated moisture of fuels, or the greater quantities passed off from the boiler plant through the exhaust of engines. From the body there is also a more or less continuous elimination of effluvia, a waste product which is allied to the smoke of the boiler plant. It is oxidizable matter passing off in a state of incomplete oxidation. There is also eliminated from the body heat untransformed into work, and unusable. In the case of the power plant, but a small part of the heat developed in the furnaces is converted into mechanical work. So it is also in the case of the body.

For the eliminations from the body thus far mentioned ventilation is provided, as is the chimney for the corresponding waste products of the power plant. The function of ventilation is to furnish air for the purposes of oxidation, and also to remove the products of or accompanying the oxidation effected by that air supply. Finally, there are the soluble and insoluble wastes of the body in the form of excreta, and these correspond to the ash of the boiler plant. The excreta are disposed of by drainage, as the boiler ash is provided for in the pit, and by mechanical removal.

Boiler and Power Plant		Body	
Requisites	Fuel	Food	Ventilation
	Stoking	Exercise	
	Air supply	Air supply	
	Carbon dioxide	Carbon dioxide	
Wastes	Water vapor	Water Vapor	
	Smoke	Effluvia	
	Heat	Heat	
	Ash, pit and carriage	Excreta, closet and drainage	

Conditions affecting the rate of the production of waste—work.

The rate of waste production attending oxidation as a process of energy transformation available for work varies with circumstances, and first of all with the rate of the work done by the mill or the vital system. As the fuel burned under the mill boiler varies with the work done by the mill engine, so the rate of oxidation within the body varies with the work done in and by the body. Such work may be internal or external or both and either physical, mental, or emotional. Mental work is effected by an expenditure of energy as truly as is physical. When any work is done requiring a special mental effort, this fact is made sufficiently evident in food required, in temperature produced, in carbon dioxide, vapor and heat eliminations. Mental activity is accompanied with an appetite for food; intense mental work results in a development of heat which is quickly felt in the temperature of the body and

in the comfortableness of cooler air or thinner clothing. The student listening passively to lecture and discussion is doing less work than one struggling over a difficult problem or an examination paper. He requires for the harder exercise cooler air and cooler surroundings than for the former less energetic work. It is evident, therefore, that the state of mental exercise of occupants affects the temperature requirements of an enclosure, and also the ventilation requirements. The analogy between the boiler and the animal system is in this matter evident, since both alike require increase of air with increase of work.

The carbon oxidized within the body of an adult in a state of repose or moderate activity varies from 2 to 3 grains per minute. Work, from light to hard, increases this rate from 2 or 3 to 5 or more times that amount.

Temperature. The second cause affecting the rate of carbon oxidation within the body is found in the atmospheric and other temperatures about it. As has been already noted, but a fractional part of the heat developed within the boiler furnace is transformed into external work. Heat is necessary to sustain the boiler functions in the providing for draught, in the making and maintaining of steam in advance of pressure production, and so forth. In a similar manner, heat is necessary to sustain the vital functions of the body. The body's temperature must be maintained at a nearly fixed point, otherwise the entire vital system is exposed to collapse. The greater the temperature difference between the body and its surroundings, the greater the heat loss; and the greater the heat, and therefore the fuel, requirement; and the greater the amount of carbon oxidized. Hence, the greater winter than summer appetite, and the greater the craving for food rich in fats and hydrocarbon in cold than in warm weather.

Weight. The third cause affecting the rate of oxidation is the size of the system in which the oxidation takes place. The more ponderous the machinery the greater the energy required to operate it, even though it does no external work. Also the larger the cooling surface the greater the rate of cooling, and the more oxidation required to maintain the functionary temperature of the body. This is true of both engine and of animal systems.

It has been experimentally found that the volume quantity of carbonic acid gas eliminated from the human and the brute body bears a certain fixed relation to the weight of the body, whether human or brute. That elimination is 0.00424 cubic feet per hour per pound weight for a state of inaction. The increase due to action or work is found to be approximately 0.00211 for each unit of work equal to a mile walk per hour on level ground. The total elimination, therefore, may be expressed by $W(0.00424 + 0.00211 n)$, in which n represents the work equivalent in miles walked per hour, and W the weight of the body. From these data it would appear that the hourly elimination from an individual at rest and weighing 150 lbs. would be $0.63 +$ cubic foot per hour. The average for a mixed audience of adults is generally assumed to be 0.6 cubic foot per hour. For a horse weighing 1,100 pounds the quantity would be between 4 and 5 cubic feet per hour. There is to be added, for conditions of exercise, a quantity represented

by .00211 *n*, the "*n*" indicating the unit of exercise already defined. A consideration of these formulæ and figures makes it evident that the quantity of air required by youths and adults, whether in repose or engaged in work, is greater than for the same number of children, each weighing less than 100 pounds, in similar repose or exercise.

These figures furnish the data for computing the air quantity required for the ventilation of any occupied enclosures. Let it be required to furnish ventilation for a stable containing 50 head of cattle, the cattle weighing 900 pounds per head, and the limit of variation from the outside air being 4 parts in 10,000 carbonic acid gas. The produced per capita carbonic acid gas is $0.00424 \times 900 = 3.816$. This quantity is to be diluted to $4/10,000$; therefore $3.816 \div .0004 = 9540$ = the number of per capita cubic feet of air to be supplied per hour. This quantity multiplied by 50 gives 477,000 as the total per hour supply required for the ventilation of the stalls.

Age. Age affects the rate of carbon dioxide formation in the body. There are three principal ages which affect type and rate of activity. One is that of the continuous and irrepressible activity peculiar to children. At this period the activity is such that the per pound and per hour carbon oxidation is greater than for maturer years when activities are of a more quiet character. During the period of decline energies flag, and the per pound and per hour rate of oxidation is still further reduced. Because of the rapid growth of the child and the greater delicacy of its vitality, and its greater need of the best hygienic environment, the quantity of air furnished should be larger than would be indicated by weight, or even by carbon dioxide elimination. Because of special susceptibility to harmful conditions, and also because of the greater per pound and per hour oxidation, the quantity of air furnished in ventilation for children and youths should be not greatly less than that furnished to those of adult age.

Sex. The effect of sex upon the rate of carbon dioxide elimination is chiefly that of size. Since the weight of the average male is in excess of the average female, it follows that the average quantity of carbon dioxide elimination is greater from the male than from the female.

Water vapor and its variable rate of elimination. The elimination from the body of second importance, in point of quantity, is water vapor. This in a way corresponds with the exhaust steam thrown outboard from an engine. It carries away unused, because unusable, heat of the boiler and of the vital fires. But a small part of the water vapor escaping from the mill boiler and engine combination has its origin in the fire. Some vapor escapes from the wet or damp fuel, and some is generated by the combustion of the hydrocarbons in the fuel. The larger part of the vapor escaping from a power plant is, however, that which has its origin in the boiler feed, namely, that which passes off from the engine. So it is also in the animal furnace and associated mechanism. By far the larger part of the moisture evaporated is that taken into the system in drink and in food. It is probable that some hydrogen, equaling perhaps 9 grains per hour, is oxidized within the body, and the water so formed is part of the vapor elimination. It is in

the vapor elimination that a considerable part of the heat produced within the mill and the body disappears.

The heavier the work of the mill plant, the greater the rate of steam discharged. The analogy holds true of the vapor elimination from the body. Only a small portion of the heat produced within the body is transformed into external work. Therefore the greater the external work done, the larger the development and accretion of heat, and the more rapid must be its elimination. The excess of that elimination above the normal is principally through evaporation. The rate of vapor elimination from the body of an adult in a state of rest is approximately $1\frac{1}{2}$ ounces per hour, and in a state of exercise may easily reach $3\frac{1}{2}$ to 4 ounces.

Effluvia. A third elimination from the body, while one of the least in quantity, is of the highest hygienic importance. The effluvia of the body is analogous to the smoke and imperfect combustion products of the mill furnace. It may be classified as unoxidized matter attending energy transformation within the body. The smoke, the non-oxidized or but partially oxidized carbon and hydrocarbon of the chimney's output is its analogy in the mill system. The smoke of the smokiest chimney bears but a small ratio to the total quantity of the coal burned in the boiler fires, the fuel so wasted seldom reaching 1 per cent. of the fuel quantity used.

The effluvia eliminated from the body is proportionately small; but though, like smoke, minute in quantity, it is made offensively evident by its disagreeable presence. Effluvia is an unoxidized organic waste of the body. It is the body's dermal sewage. Its rate of elimination increases with that of the liquid movement or waste through the pores, by which it is carried to the surface. The normal quantity of the effluvial matter discharged from the body is probably not less than $\frac{1}{2}$ nor greater than $\frac{3}{4}$ of a grain per hour. It is highly decomposable and quickly putrefies, and in this state is highly offensive, and for this reason alone, if for no other, is unwholesome. It is that which gives the foul odor peculiar to crowded and poorly ventilated rooms, and the odor characteristic of the clothing and apartments of servants' quarters. If the moisture contained in the air of a well filled and close room be condensed on cold window glass, and be kept for a sufficient time in a warm place, its offensiveness becomes pronounced. So, also, with free effluvia; it may be odorless when fresh, and may become foul by retention under proper conditions of temperature and humidity. This fact has an important bearing on the relation between the per capita cubic space and the quantity of air required for ventilating work. The larger the per capita space, the longer in general becomes the retention of the decomposable matter, and the more advanced the stage of its decomposition before discharge. Hence, the larger the per capita space, the greater the per hour air quantity required to maintain the conditions of atmospheric sweetness or salubrity within an enclosure, the odor attending the presence of effluvia corresponding with the stage of its decomposition, and the stage of its decomposition corresponding with the time of its retention. Therefore, the air quantity required to produce equal effects as regards

sensible odors arising from effluvia and its condition is, to a degree, proportional to the per capita space within an enclosure. As will be later shown, the temperature and humidity of air are important factors in determining the quantity of air required for maintaining an odorless and otherwise agreeable quality of air within enclosures.

Heat. Next in the named order of eliminations from the body is that which is the basis of dynamic and vital energy, namely heat. This form of energy is developed in the body, as also in the boiler fires, by chemical processes. Thermal energy is developed within the body by every process through which chemical affinities between oxygen and carbon and oxygen and hydrogen are more nearly satisfied. The process is principally between carbon and oxygen, and only in small part between hydrogen and oxygen. The thermal energy developed by the transformation of chemical energy existing between one grain of carbon and the corresponding weight of oxygen entering into combination with it is 2.07 thermal units. When one grain of hydrogen unites chemically with its corresponding weight of oxygen, the thermal energy developed is 8.86 thermal units. The average amount of heat developed within the adult human body by the complete oxidation of carbon and hydrogen may be stated thus:

$$C. 135 \times 2.07 = 279 \text{ the B. T. U. developed per hour.}$$

$$H. 9 \times 8.86 = 79 \quad " \quad " \quad " \quad " \quad "$$

$$\text{Total,} \quad 358 \quad " \quad " \quad " \quad " \quad "$$

Heat elimination. This heat, developed within an average adult body in a state of repose, must be eliminated as rapidly as produced. A complete retention of the heat developed would in 36 hours raise the temperature of the body to the boiling point.

The methods of heat elimination are principally three.

Work. In this process external work plays a measurable though cumulative part. When work is done, either by the mill mechanism or by the body's organism, the heat expended in the doing of that work is but a small fraction of the thermal energy concurrently developed for doing the work. Therefore, in the doing of external work, the body is heated rather than cooled. Roughly, 900 foot tons constitutes a full day's muscular work.

There is a very considerable amount of internal work done by the body. The heart is essentially a pump which forces through the circulatory system of the body a quantity of blood equal to 5 barrels per hour, or a volume of blood equal to a total in the body once in 35 seconds. This blood is forced through main arteries to and through the extended and complicated meshwork of capillaries, where the resistance is large, and friction is high. The work of the heart has been estimated to be from 7 to 8 foot tons per hour. The lungs also perform work in their function of respiration, or air pumping, estimated at 2 foot tons per hour. Manifestly, however, the thermal energy expended in any form of internal work results in a retransformation of work to heat, so conserving the heat expended in that work. For the reasons given work, whether external or internal, as a factor in heat elimination is of negative value.

Convection. An active, if not the most active, agent in the removal of heat from the body is cool air, which by contact with the body receives and removes its heat. This process is technically known as convection. The rate of heat loss by this means depends upon the temperature and moisture of the air in contact with the body, and upon the exposure of the body to such contact, and upon the rate of air flow over the body. The greater the difference in temperature between the body and air the more rapid the heat transfer. The more moist the air the greater its capacity for heat, because of the higher specific heat of aqueous vapor than of air, and therefore the greater its chilling effect, when the temperature of the air is lower than that of the body. This accounts for the chilling sensation produced by cold and moist air, called "raw" and "piercing," as contrasted with the effects of dry air of the same temperature, which is "bracing." The effect of air currents, even of moderate movement, is to accelerate the rate of heat loss. The movement of 24 inches per second about and upon the person when at rest is intolerable in its chilling effect if the air is cool and moist, or even if moderately warm and dry. A continuous flow of 6 inches per second may be safely assumed as sensibly draughtless, if the air is warm.

Radiation. The body's heat is also yielded by radiation to those surfaces about it which are at a lower temperature than the body. The rate of loss by this means depends upon the difference of temperature between the body and the surfaces, and upon the exposure of the body to radiation to such surfaces, and upon their radiating power.

Perspiration and its evaporation. The rates of heat loss by the two last named methods are fixed within comparably narrow limits. The temperature of the body varies little. The temperature of air within enclosures varies only within moderate range. The temperature of the surfaces bounding such enclosures and within them varies approximately as the contained air temperatures. Meanwhile, the heat developed within the body varies greatly according to the conditions of repose or activity. There must be, therefore, some means of corresponding heat elimination. This may be effected in part by such voluntary means as air cooling by window and door opening, or by other means of cooling, as by the throwing off of wraps, so reducing insulating clothing. The body is, however, provided with an automatic means for heat elimination which responds quickly and freely to variations in heat production. This automatic regulation of heat loss is effected by evaporation. There is an intimate connection between exercise, which is accompanied by heat development, and perspiration rate. The heat developed increases the body's temperature; with the increase in that temperature the pores are opened involuntarily, and the moisture movement through them is accelerated, and evaporation increased, and heat is absorbed and removed in the evaporation process. The rate of moisture movement through the pores is regulated in a healthy system by the heat developed within it. The rate of evaporation, on the other hand, depends on the temperature and dryness of the air, and on the amount of moisture furnished for evaporation, and upon the rate of air movement over the body.

The relative proportions and quantities of heat eliminated from the body by these three processes named are, approximately: by convection 140 thermal units per hour, by radiation 120, and by evaporation, when the body is in a state of rest, 90 thermal units, and when in a state of high activity, as high as 300 thermal units per hour.

Effect of atmospheric humidity on temperatures required for comfortableness. It is evident from the foregoing that the humidity of air must affect the temperature of air required for comfort. Because water vapor has a higher specific heat than air, a humid air at a lower temperature than the body extracts heat from the body more rapidly than does dry air at the same temperature. On the other hand, evaporation is less rapid in a moist than in a dry air, and the reduction of the evaporation rate results in heat accumulation within the body, notwithstanding the effect of atmospheric moisture in accelerating heat extraction from the body, so long as the air temperature is below that of the body. The process of heat accumulation under such conditions is frequently so much in excess of heat reduction that the resultant effect is a rise in the body's temperature. It then becomes necessary to increase heat elimination through other means by as much as it is reduced through evaporation. Therefore, cooler air and cooler surroundings become necessary. That is, as less heat is eliminated by evaporation, more heat must be eliminated by convection and radiation. For this reason, the Englishman finds a temperature of 55° or 60° as essential to his comfort as is 65° to 70° for the comfort of the New Englander, who lives in a drier climate, and whose perspiration rate is more free, and whose heat loss by evaporation is correspondingly greater.

The person acclimated to the English climate suffers from the winter warmth of American houses, for the reason that he is constitutionally habituated to a low perspiration rate. When he comes into the New England indoor winter temperature, his physiological response to the new conditions is not immediate; heat accumulates, and the uncomfortable and irritating sensation of ante-perspiration state is experienced. On the other hand, the New Englander going into English houses finds them cold, for the reason that his higher rate perspiration habit is maintained, and heat loss by that means is at the outset but little reduced, the low temperature and the high humidity of the air, and the low temperature of the surroundings meanwhile increasing the normal rate of heat loss. The Englishman complains of American "ovens." The American complains of English "ice houses." The high temperature of American dwellings is as essential to the American's comfort as is the low temperature of English homes to the Englishman's comfort.

Excretal waste. Excreta is the ash of the animal furnace. Its appropriate place is the pit. Its final removal is by drainage, or sewerage, or other means of disposal, as by burial or combustion. Ventilation in connection with excreta concerns itself, first, with the purification of drainage means, such as soil pipes, traps, etc.; and second, with the prevention of the escape of vitiated air from fixtures into the enclosures about them. The present study relates to the ventilation of

inhabited enclosures, rather than to the airing of soil pipes. With reference to the ventilation of sanitary apartments and fixtures the essential principles will at this time be only briefly noted. The offensiveness emanating from such fixtures is the worst feature of the air's quality in their vicinity. Such odor-laden air is harmful or morbid chiefly as it affects health through the sensorium. Any persistent odor, whether at the outset agreeable or otherwise, is depressing through nervous excitation and fatigue. A foul odor is more quickly and surely so than an agreeable odor. The odor of excreta is harmful chiefly through its offensiveness, rather than through any intrinsically morbid character. Only when infectious excreta becomes dry and a part of the dust of the air, is it an active menace to health through breathing. Whatever is harmful, either in a passive or an active way, should be avoided. The imagination is always to be recognized as a most important factor in stimulating or depressing vital functions. Its potent aid should always be legitimately enlisted in a manner to inspire confidence, and to promote comfort and health, rather than to arouse suspicion and discomfort, and to adversely affect health. It becomes, therefore, hygienically important to reduce to a minimum odors which are peculiar to and associated with excreta and sewage.

The appropriate method of ventilation for sanitary fixtures is by the removal rather than by the dilution process of ventilation. All odors pertaining to the use of such fixtures should be confined to the place of their origin, and should be removed before they can escape into and become diluted in ambient air. For this purpose, the air within water closet and urinal fixtures should be continuously withdrawn in such volumes and in such manner as to keep a current of air moving towards, into, through, and out from such fixtures. If the vapors and odors peculiar to the use of these fixtures can by this method be confined within the fixtures, and kept from the room in which they are located, the air of such a room may be maintained as pure, sweet, and wholesome as that in any other enclosure. Such a room may then be located in any part of a building or dwelling, without proving in any way a menace to the occupants. All that is needed is a suitable connection between the interior of the fixtures and a discharge ventilating duct, the action of which shall be stronger than that of other general ventilating flues in the building, and the air moving capacity of which shall be sufficient for the intended purpose. The increased strength in ventilating action may be obtained by various means, such as the connection of the ventilating pipe with a continuously warmed chimney flue, which may or may not be used for other purposes, or by the carriage through the ventilating pipe of a hot water main or circulating pipe connected with the range boiler. The flue through which the discharge takes place should be one continuously warmed when the building is occupied. Such flue should in some way have thermal connection with the fire most continuously maintained. That fire is in the range rather than the furnace fire. In large buildings, such as office, municipal, or state buildings, where the number of offices is large and continuously heated flues are wanting, ventilation required may be obtained by such mechanical means as fans.

Such a method of local and removal ventilation is far superior to any which affects only the room in which fixtures are located. From 8 to 10 cubic feet flow per fixture per minute is ample, when the method of ventilation is by limitation and removal rather than by dilution. For a water closet bowl, a $2\frac{1}{2}$ inch pipe connection with a duct, flue, or fan which will insure a linear flow of 250 feet per minute through the pipe connection is ample. The local ventilation through the fixtures, if effective, will ordinarily prove sufficient for the general ventilation of the room. A ventilation of such rooms by the ordinary means of outside windows, while sweetening the rooms, is no protection to the rest of the house or building, since the air entering the windows and flushing the apartment generally passes on into the building, carrying with it whatever impurities it gathers up in and receives from the room. This is more likely to be the case with rooms in the lower stories of buildings than with similar rooms in the upper stories, through which the trend of air flow is outward.

The various arrangements of fixtures designed for so-called local ventilation of water closets and urinal fixtures will be discussed in another series of chapters.

Oxygen decrement. The reduction of atmospheric oxygen is one of the changes in atmospheric quality, resulting from the presence of human and animal life within it, to be noticed in any study of the effect of that life on the air which sustains it. This reduction is slightly in excess of the carbonic acid gas production by the same human or animal life. The effects of that life are, then, threefold: first, the impoverishment of the air; second, its vitiation by the substitution of carbonic acid gas for the oxygen removed, and by the addition of effluvia; and third, the impartation to the air of moisture, and of heat generated by the oxidation of carbon within the body.

Artificial lighting. Inseparably associated with human life are certain processes which are dependent on, and in turn vitiate, the air. One of these is the burning of illuminants. The effect of illumination by combustion is to generate all of the products of combustion heretofore noticed. Carbonic acid gas results from the burning of the carbon which produces light. Water vapor is produced by the burning of the hydrogen in the hydrocarbons of the illuminant. That which is analogous to effluvia is produced by the incomplete oxidation of carbon,—carbon monoxide, a deadly poison—and by the hydrocarbon fumes, which escape into the air and produce offensive odor. Besides this, there are in the burning of petroleum oils traces of sulphurous acid which, in the presence of atmospheric vapor, change into sulphuric acid. Heat is also produced in relatively large amounts.

The quantities of impoverishment and of vitiation and of heat attending the production of illuminating effects depend upon the quantity of illuminant combustion, and not on the quantity of illumination effected. From a hygienic as well as from an economic point of view, the aim in illuminating work should be to produce a maximum illumination with a minimum combustion and, therefore, a minimum vitiation. In the burning of any illuminant, the smaller the

flame, the less the illumination product compared with the vitiation product. The gas that yields 3 candle power per cubic foot of gas when burned at the rate of 5 cubic feet per hour, yields but one or two per cent. of that light when burned in the same burner at the rate of one cubic foot per hour. A German student oil lamp gives 18 candle power when burning the same weight of material as do 7 standard candles. The effect of candle burning is, therefore, a low illumination for a relatively large vitiation. The heat and other combustion products are the same for equal weights of the same material burned, whatever may be the method of burning. In general, the best illuminating effects by combustion are to be had in such concentration of flame and air currents as results in the highest obtainable incandescence of carbon. The effect of subdividing the flame is to expose the resulting small flames to chill. The effect of a concentrated flame supplied with a sufficient quantity of air is to reduce chill and to intensify incandescence. For these reasons, a circular flame is more highly incandescent than a flat flame, and the argand than the fish tail flame. A double flame suffers from a want of sufficient air between the flames, and the result is a considerable vitiation due to incomplete combustion, which is usually made evident by the offensive odor produced by the "Duplex" burner. The "Rochester" burner is a circular flame in flaring rather than a concentrated form, and its tips and whole flame are chilled below the temperature found in the ideal flame of the German student lamp.

Nature of flame. Welsbach light. A flame consists of three principal parts. First, the interior core, which is the vaporized illuminant. It is not incandescent. Second, the incandescent, but unoxidized, carbon disassociated from the hydrogen of the hydrocarbon vapor. Third, a film of intensely hot water vapor and carbon dioxide surrounding the incandescent carbon, both of which are colorless and without incandescence, though making up by far the hottest part of the flame. The incandescent carbon film has in juxtaposition to it, on the inside, the relatively cool hydrocarbon vapor, and on the outside the intensely hot vapor and gas due to the hydrogen and carbon combustion. The maximum heat of the flame is therefore outside of the incandescent carbon, and the incandescence of the carbon is due to a temperature inferior to the highest furnished by the flame. Whenever incom-bustible and infusible material, such as platinum wire, or the gauze film or mantle of the Welsbach type, is so placed as to be heated to the temperature of the enveloping high temperature film, the incandescence produced is far greater than that obtainable from the enveloped carbon. The Welsbach mantle, utilizing otherwise waste heat, and the most intense heat of the flame, produces from 4 to 6 times the light obtainable from the naked flame alone.

The electric light. In the electric light the maximum illumination is obtainable with the least vitiation. In the case of the incandescent light, there is no vitiation whatever, since incandescence takes place without oxidation, the carbon filament being in a vacuum. In the case of the arc light, incandescence is intense, and the quantity of carbon oxidized is small. Compared with illuminating gas, the quantity of carbonic acid

gas yielded per unit of illuminating power by the electric arc light is approximately 0.00125 that yielded by gas. The heat yielded by an incandescent light is greater than is popularly supposed. It is roughly indicated by the rapidity with which the incandescent filament loses its heat when the current is interrupted. A handkerchief wrapped around the globe of a lamp in such manner as to loosely cover it with several folds may be set afire. The effect of heat radiated from a bracket of incandescent lights about the head is sensible, and if long continued may become painful.

The amount of heat yielded by electric lights may be approximately estimated by the mechanical equivalent represented in the electric current. Approximately, one arc light is produced by the expenditure of one horse power, and fourteen lights of 15 candle power in incandescent lamps are furnished by 1 horse power. One horse power per hour is equivalent to 2541 B. T. U. Therefore, were there no loss of energy between the engine and the lights, this quantity would represent the per hour heat yielded by one arc light, and by fourteen 15 candle power incandescent lights. From these data the per candle power heat yielded by the arc and the incandescent lights may be computed. If the mean illuminating power of an arc light be 1,000 candle power, the thermal units per candle power are 2.541. The fourteen 15 candle power incandescents equal 210 candle power, or 12.1 thermal units per candle power. The heat per candle power yielded by 5 cubic feet of gas per hour giving 17.5 candle power is 200 B. T. U. per candle power, or 16 times greater than that yielded by incandescent light, and 77 times that yielded by the electric arc when the latter yields 1,000 candle power per horse power. The mean illuminating power of an arc light falls, however, far below its usual commercial rating, which is based on the illuminating power in the region of maximum illumination, which is on the surface of a cone whose base is the ground, the light the apex, the angle of the surface being some 35° from the axis of the cone. It is because of unequal illuminating effects in different parts of the illuminated sphere, that tables comparing the brilliancy and the per candle power heat product of combustible illuminants with those of the arc light vary through wide ranges. In the majority of cases it is probable that the mean illuminating effect of an arc light throughout the sphere of illumination is not greater than 500 candle power.

The following table furnishes a basis for approximately estimating the quantities of oxygen consumed, carbonic acid gas and water vapor generated, and of heat, in thermal units, developed by the common methods of illumination.

	O cu. ft.	CO ₂ cu. ft.	H ₂ O in gra.	B. T. U.
Oil, 1 ounce,	2.42	1.57	564	1419
Gas, 1 cubic foot,	1.30	.517	482	700
Candle, single, per hour,	.57	.521	161	352
Incandescent, 1 candle power, per hour,	0	0	0	12.1
Arc, 1 candle power, per hour,	—	—	0	2.54

Plant life. Plant life within doors produces but small effect upon the air quality within an enclosure. The action of foliage in the sunlight is absorb carbonic acid gas from the air. In sunlight there is an appropriation of carbon by the foliage and a release of oxygen to the air. In darkness the foliage yields the surplus of carbonic acid gas which has not been decomposed by the action of light. The effect of plant life, within as also out of doors, is to appropriate carbonic acid gas from the air in daylight, and to yield carbonic acid to the air in darkness. The night quantity of carbonic acid gas yielded back to the air is so small that from 100 to 200 plants would yield hardly more during a night than would be produced by the burning of a single candle.

The blossom of a plant absorbs oxygen from the air, and yields carbonic acid gas to it, both in minute quantities. The principal effect of keeping potted or rooted plants in a building is due to the presence of the earth with its decomposable and moist matter in a state of partial decay, and to the moisture evaporated from plants and such earth.

Food storage and cooking. The storage and the preparation of foods produces a more or less appreciable effect upon the quality of air within buildings. Some foods, such as fruits, vegetables and produce generally, are perishable. When in a sound condition they are harmless, so far as they affect air quality. When in a state of decay, they become a menace to health. For the purpose of preserving such goods from decay, they should be kept in a cool and dry place, since decomposition is hastened by both heat and dampness. Decomposition is a change incident to the rapid growth and development of minute organic life. To the development of such life, heat and moisture are essential, just as they are necessary to the development of a plant of any sort from its seed. In wetness alone, without heat, the seed's life is either latent or lost. In heat without moisture the seed is withered and productless. The effect of sunlight is to reduce the vitality of most organisms which are active in the decomposition process. Therefore, the place of storage of vegetables should be first of all clean, or devoid of microbic organisms, and second, cool, and third, dry, and fourth, light. The storage of vegetables may be confined, in dwellings, to a small compartment furnished with such supply and discharge ventilation as to practically isolate the store room atmosphere from the rest of the building. Air may be admitted to the store room by pipe or conduit connection with, or independent of, the air supply to the building. This air way should be furnished with a regulating damper for controlling the flow of air into the storage room in times of sharp cold. The storage room may also have a discharge vent through a flue artificially warmed to insure the required draft. If proper precautions are taken to insure the soundness of goods stored, and if a proper quality of air within the store room is insured by a sufficient movement of air to and through it, and especially if the provided air supply is less than the produced discharge, the presence of such goods offers no menace to health.

In the preparation and cooking of foods, steam and fumes and

smoke are produced which, unless collected and removed by suitable hoods and vents, will carry organic matter in air currents from the kitchen through the building. The steam developed in the process of cooking, and carrying with it the particles of organic matter eliminated from the food, moves with the air currents and is absorbed by and condensed upon the walls, furnishings and fabrics with which it comes in contact. If the walls are of absorbent material, this matter will be held by them, as well as by all fabrics of hygroscopic material. Walls saturated with such deposit may not furnish unwholesome surroundings, except as they produce more or less persistent odors, and become impregnated with organic material which may give rise to micro-organic growths, which as dust may harmfully affect the quality of air. The prevention of all harmful and disagreeable air qualities arising from the process of food preparation may be had by the proper ventilation of the kitchen through an effective range hood, and by such air movement as to cause a continuous flow of air toward and into the kitchen from the adjacent parts of the building.

CHAPTER II

HYGIENIC SIGNIFICANCE OF CHANGES IN THE ATMOSPHERE DUE TO ANIMAL LIFE AND ACTIVITY WITHIN IT

Carbonic acid gas. Carbonic acid gas has been commonly mentioned, especially by earlier writers on ventilation, as a noxious poison, and as the most dangerous among the changes produced in the air by the presence of human and animal life within it. It may easily be shown, however, that the carbonic acid gas contained in the air of even poorly ventilated enclosures cannot be properly regarded as a poison, though its effects may be harmful. Normal air contains nearly .04 of 1 per cent. carbonic acid gas. The air of the lungs contains 4 per cent. If the increment of carbonic acid gas in the air breathed be 10 or 20 or even 50 parts in 10,000, the proportion is yet far below that existing in the air of the lungs. If, therefore, there be any poisoning effect from carbonic acid gas, it must be from that within, rather than from that without the body.

If, on the other hand, the process of carbonic acid gas elimination from the blood within the lungs be considered, the effect of any considerable increase of carbonic acid gas in the external air is made evident. The lungs contain venous blood upon the one side, and air upon the other side, of an exquisitely delicate and extensive membrane aggregating nearly 400 square feet surface, through which the carbonic acid gas passes into the air by the process of exosmosis. The venous blood brings to the lungs carbonic acid gas collected from the entire physical system. The tension of the carbonic acid gas in the venous blood is to that of the carbonic acid gas in the lung air as 1.00 to 0.67. The movement of the carbonic acid gas is therefore from the side of the venous blood to that of the lung air. The tension of the oxygen of the air in the lungs is to that of the venous blood as 1.00 to 0.78. The movement of the oxygen through the membranous film is therefore from the air of the lungs to the venous blood.

The volume quantity of carbonic acid gas in the venous blood entering the lungs is 6 per cent. of the blood volume. The volume of the gas in the arterial blood leaving the lungs is 3 per cent. of the blood volume. The flow of blood through the lungs of an average adult approximates 20 cubic feet per hour. Therefore, $20 (0.06 - 0.03) = 0.6$, which is the fractional part of a cubic foot of carbonic acid gas eliminated per hour from the lungs.

The volume of air breathed per hour is approximately 15 cubic feet. This quantity of air, therefore, dilutes the eliminated carbonic acid gas. Therefore $0.6 \div 15 = 0.04$ gives the relative volume of the carbonic acid gas in the breath and lungs.

It is evident from what has just been stated that any increase of carbonic acid gas in the air breathed must by so much increase the tension of the carbonic acid gas in the air of the lungs, and also the tension of that gas in the blood of the lungs. The increment of carbonic acid gas in the blood of the lungs and, therefore, of the body, due to any normal or even abnormal increase in the proportion of that gas in external air is relatively small, and perhaps seemingly insignificant as compared with the total quantity of that gas in the blood. As previously pointed out, however, the relation between the air and the vital energy dependent upon it is not a haphazard one, but rather a designed and a delicate relation. In this it corresponds with every existing and exact relation of the universe, and with the phenomena pertaining to those relations. Exactness is the law of nature, whether of action among molecules in the balance of chemical affinities, or of combinations and movements of worlds in the balance of celestial mechanics. The least variation from established exactness produces results which are seemingly out of all proportion to the producing causes. The change of an atom in the proportions of chemical combination results in a product widely dissimilar from that from which it is a departure. A change in the position of the orbit or in the velocity of movement of a single planet would disturb, if not wreck, the entire solar system and systems beyond. Vital energy is a product of transformation of chemical energy. Changes, however minute, on the chemical side, may, from analogy, be reasonably expected to result in changes on the vital side which may seem to be startlingly disproportionate to the causal variations to which they may be traced.

Though the effect of atmospheric carbonic acid gas is not to poison through the absorption of external gas, its effect may be harmful through an increased retention of that gas in the blood, or by smothering the vital flame in its own gases.

There is one marked distinction to be here noticed between the boiler furnace and the vital fires. If an atmosphere be made up of 21 parts oxygen, and 79 parts carbonic acid gas, such an atmosphere will support combustion, and with nearly the same intensity as does normal atmosphere. If, however, such air be taken into the lungs, the tension of carbonic acid gas would be so great as to cause the gas to pass in large and instantly fatal quantities into the blood of the lungs.

Moisture. The second elimination from the body in the point of quantity is water vapor. The body eliminates approximately $1/70$ of its weight of moisture each day of 24 hours. This elimination takes place in part from the lungs, and in larger part through the pores of the skin by a process which is technically known as transpiration. The movement of the moisture through the skin carries with it organic and waste matter, and the two in combination may be considered, and have heretofore been described, as dermal sewage. Were the elimination that of a pure aqueous vapor alone, the resulting hygienic effect would be considered solely as a question of atmospheric humidity. Because of the quality of the mixture of water and organic vapor and more solid matter, perspiration possesses characteristics quite unlike the innocent properties of pure water. The aggregate quantity of such elimination from an assemblage of persons is large. From every 10 making up any adult company a perspiration quantity equal to 1 pound weight, or 1 pint volume, is eliminated per hour; or from every 100 of an audience 10 pounds, or $1\frac{1}{4}$ gallons, of sweat is floated upon the air to be breathed. The effect of such perspiration is to but slightly increase the actual and relative humidity of the air within well ventilated enclosures. Thus if the per capita air supply is 2,400 cubic feet per hour, and the per capita elimination rate is $1\frac{1}{2}$ ounces of water vapor in the same time, the actual humidity increment will be but .28 of a grain, and the increase in relative humidity of air at 70° will be but $3\frac{1}{2}\%$. The comforting assurance indulged in by some humidity extremists that the perspired moisture given to the air of audience rooms sufficiently satisfies hygienic demands, overlooks both the quantity of such elimination, as but little more than $1/10$ of that required for well ventilated rooms to maintain the humidity demanded, and also the quality of that moisture as dermal sewage.

The claim made by some humidity hobbyists that moist air is more economical, as well as more healthful, than dry air, is to be answered as follows: It may be shown that the evaporation of one grain of moisture is effected by the expenditure of approximately $1/7$ B. T. U. Since 1 B. T. U. will raise the temperature of 1 cubic foot of air through 55° , $1/7$ of a B. T. U. will raise 1 cubic foot of air through 8° . Therefore, the problem of economy resolves itself into the relative costs of evaporating 1 grain of water and of warming 1 cubic foot of air through 8° . It will generally be found that the heat expended in the evaporation of water to obtain "ideal" humidity effects will more than equal the heat quantity required to raise the temperature of the air to a point such as to secure the physiological results desired. As heretofore pointed out, the effect of increased humidity is to reduce the rate of heat loss by evaporation, the reduction of loss by this means making necessary an increased rate of loss by other means, namely by convection and radiation. The same thermal effects are produced by a warmer and drier air, which increases evaporation rate and reduces convection and radiation rates of heat loss.

The second point claimed relates to the hygienic effects of moisture. The sensible and the hygienic quality of air is affected to a marked degree by the quantity and the quality of organic matter present

in it. The quality of such matter is, hygienically, more important than the quantity. The nearer such matter comes to a state of fermentation, decomposition, or putrefaction, the greater its menace to health. The two essentials to a morbid change in organic matter are, first, moisture, and second, heat. In the presence of heat and the absence of moisture such material dries and withers and the change toward putrefaction and decomposition is arrested. In the presence of moisture and of low temperature, the processes of disintegration are retarded, and the character of the material becomes less hygienically malignant than when heat and moisture are both present. The organic matter which necessarily surrounds the occupants of buildings, in the material of construction, and of furnishings, and of clothing, and of food, and atmospheric dust, is harmless when the air is dry, even though warm. In the presence of heat and of sufficient moisture changes toward decay take place, and odors become disagreeable and depressing. Sound vegetables and fruit in the cellar are harmless, but when decayed are dangerous. The sound wood of timbers and floors and walls are without hygienic significance. When, however, they are dry-rotted, they become a menace to health. Effluvia thrown out upon the air is, in its first freshness, generally imperceptible, and becomes offensive and morbid only as it undergoes changes akin to fermentation, decomposition and putrefaction. The air of closely occupied rooms, such as audience halls and school rooms, becomes sensibly close and offensive when furnished with a given quantity of moist air, when under the same conditions and furnished with dry air all suggestion of taint will be absent. For this reason 35 or 40 cubic feet per capita of unmoistened air furnished such rooms in dry New England weather will keep the quality of the air as free from odor and as agreeable as 50 cubic feet of air delivered to similar rooms under exactly the same conditions in the moist air of England. As the organic contents of the air play a most important part in its hygienic quality, and as moisture combined with warmth is an active agent in producing a morbid quality in such contained organic matter, it is evident that, in these respects, a dry air is more healthful than a moist air.

A further but less important effect of moisture in air is in the reduction of oxygen contained in any volume of the air. It is this in part which renders the air of dog-day weather of August more depressing than the dry air of other seasons, although at the same temperature.

The sudden transition from a warm and dry indoor to a cold out-of-door air may be more safely borne than a change from a warm and humid indoor air to such outside air. The lungs expel air at 90°, saturated with moisture. The more moist the air taken into the lungs, the less the evaporation from the lungs. In out-of-door breathing the cold air is taken into the lungs at a very low actual humidity, and at a consequently low relative humidity when the inhaled air is raised to 90°. Therefore, so far as the effect of shock is concerned, the effect is less in the transition from a dry and warm indoor to a dry and cold out-of-door air than in passing from moist inside air to cold outside air. In the matter of transpiration, the person acclimated to New

England humidity conditions finds himself tending to a moister skin as temperature and humidity are increased. When, therefore, he issues from interior humid air into outside air which is much drier the shock is intensified because of the rapid evaporation of accumulated dermal moisture. It is unquestionably true that the most agreeable atmospheric conditions are those of out-of-door air in early and middle June, when the daily temperature ranges between 65° and 75°, and when the relative humidity is about 60. It does not follow, however, that such conditions are desirable in American winter houses. It would mean condensation and moisture on windows, and on cold wall surfaces; also an air affected by the morbidic changes in atmospheric and other organic matter; also a reduced amount of oxygen in respiration, and a severer shock in quick transition from inside to outside air. June conditions are ideal, and can safely be maintained within buildings when air can be used in June quantities, and when there are June differences between inside and outside air.

On the other hand, it is unquestionably true that some persons are so physically constituted that considerable moisture is essential to the proper functions of certain organs, and that dryness more or less seriously affects and irritates the delicate mucous membranes of mouth, eyes, nose, throat, lungs, and also the action of the skin of some. Where such conditions exist, they must be regarded as of first importance, and moisture of sufficient quantity must be furnished for such cases. As a general rule, however, it may be safely assumed that both temperature and humidity should, for the most economical use of air, be reduced to the lowest point consistent with and conducive to the health of occupants, and that high humidity is more costly than high temperature; and that high humidity is far more conducive to a morbidic quality of floating and other organic matter than is low humidity.

Heat. The third effect of the body upon the air of enclosures in which it lives is in its heat elimination. As already stated, the total quantity of heat produced per hour within the average adult body approximates 350 T. U. Part of this heat, approximating perhaps 90 T. U. per hour, is eliminated by a body at rest in the form of vapor, which only to a slight degree affects the atmospheric temperature, unless it is condensed. The radiation from the body affects atmospheric temperature only indirectly, as when surfaces, warmed by such radiation to a temperature above the atmospheric, yield a part of their heat to the air in contact with them or, by raising the surface temperature, reduce the rate of heat transfer from the air to them. The hourly average heat loss by radiation from the body may be assumed, for purposes of computation, as 120 units. The heat yielded by the body through convection is given directly to the air, and in quantity it may be assumed as practically 140 T. U. If it is assumed that, in the case of warmed walls $\frac{1}{2}$ of the radiation effect is ultimately taken up by the air, the total air heating effect of the body of an average adult becomes 185 T. U. per hour. The body warms air by its contact with the body, about 140 T. U. per hour being thus given to the air. This heat represents the auto-ventilating power furnished by the body. In the prevailing conditions of

winter indoor air the body has a temperature some 20° or 25° higher than the air. If it be assumed that the temperature of the air is raised 5° by contact with the body, then the quantity of air moving over the body due to its own ventilating action becomes $140 \times 55 \div 5 = 1,540$. That is to say, a column of air one square foot in cross section rising from the body at the rate of 25 feet per minute represents the ventilating action of the body. This matter becomes of first importance in determining the proper method for the ventilation of crowded rooms, as auditoriums or halls of assembly.

The second important result of animal heat is in the effect of the body upon the temperature of closely occupied rooms. The extent of this heating can be most easily comprehended by regarding the practical equality existing between the heat yielded by an adult and that given off by the burning of a large candle. Reference to the table of illumination products already given makes it evident that the total heat is practically the same for both body and candle. The heat yielded by the candle escapes in part in the hot combustion gases and convection currents, and in part in radiation, and in part in the vapor formed by combustion, and it may be assumed that the portion of the total candle heat which is immediately active in raising the temperature of the air is practically the same as that heretofore estimated as similarly active in the case of the body. The effect, then, of an assembly upon the temperature of the air of the room it occupies, may be suggested by the effect of a burning candle in every occupied seat. Instinctive reasoning would conclude that the effect of 1,000 candles burning in 1,000 chairs of an auditorium would furnish all the heat required for its warmth, even in sharply cold weather. So also, the candles burning on 50 desks would seem to furnish a considerable part of the heat required for the warming of a school room under similar weather conditions. In a small room, $24' \times 30'$ and $12'$ high, $1/3$ of the area of the wall being window glass and two sides being exposed to outside cold, the maximum loss by heat transition and leakage should not be in excess of 45,000 T. U. per hour in zero weather. The heat yielded by 50 adult occupants is practically 9,200; therefore the heat of the occupants is sufficient to maintain the temperature of the room at about 54° , outside temperature. The effect of a changing number of occupants within such an enclosure must therefore have no small effect upon the fluctuations of temperature. This is the more true in rooms having interior and warm walls, such as legislative halls and other rooms of like character. It therefore becomes necessary in such rooms to regulate the artificial heat supply in accordance with the heat furnished by occupants, the artificially furnished heat to be reduced with the increase in the number of occupants, and *vice versa*. It is for this reason that automatic control of heat furnished is especially necessary in assembly rooms. In lieu of such means, in the Houses of Parliament and in some other legislative halls, the temperature is regulated by hand in accordance with official orders sent to the engineer in charge in reference to the number entering and leaving the halls.

The above facts make evident the necessity of supplying air to filled auditoriums, especially to those having interior walls, at a temperature lower than that maintained in the auditorium.

Contamination of house air by earth air and vapors. It is not alone by internal agents and processes that the air of buildings is impoverished and vitiated. In winter weather a closed and warm building has the effect of a chimney, producing a slight draft effect, the outside air tending to enter through the lower part, and the inside air to escape through the upper part. The lower part of a building is more tightly closed than the top, because of the greater imperviousness of the foundation walls and the earth upon which and against which they rest, and over which the building stands. The earth is, nevertheless, of a porous nature, and is generally more open to air movement than is commonly believed. The porosity of any material is indicated by the volume of water which any given volume of the material, when dry, will absorb. This test, if applied to any ordinary earth, would make it evident that a very considerable part of the space occupied by it is air-filled, and is therefore open to the movement of air through it when the material is dry. If in any dry or slightly moist soil a loose box or barrel be buried, and into this box be run an open pipe connected with the air above, a very slight reduction of pressure at the upper end of the pipe will result in a strong flow of air through the pipe, which will continue so long as the reduction of pressure exists. The action of a closed, warm, and sufficiently high building is similar to that just described. A brick manhole 5' in diameter and 7' deep, and lined with brick and covered with a close fitting iron plate, in which is the main trap of the drainage system for the Rogers Building, Massachusetts Institute of Technology, is connected with the sub-basement of that building by a pipe way of one-half square foot cross section. In winter weather the flow of air through this passage and into the building is sufficiently strong to suggest a direct connection with outside air. The area through which soil air may enter buildings is usually large, being made up of cellar and basement floor and that part of the walls which is below the earth's surface. The inevitable result of such conditions is a trend of earth air and vapor toward and into the building.

The soil is the natural repository for organic matter. Such matter originates largely in the earth, and returns again to and into it. The conditions within the soil are favorable to the rapid decay and decomposition of organic matter, and to other changes in the cycle of its transformation from inorganic to and through organic back to the inorganic state. These changes are accompanied by a production in large quantities of carbonic acid gas, and of vapors and organic products attending decay and decomposition. Such gases and vapors move with the soil air currents and are carried by them into the basements of buildings. This movement of air is not infrequently made evident by the travel of sewer gas from sewers, and of illuminating gas which has escaped from pipes outside of buildings, and has traveled through the soil into the building. The accumulation of gas in cellars due to such movement through soil has been sufficient to produce explosive mixtures with disastrous results, in buildings which have had no connection with such sewers or pipes.

The effect of a rising barometric pressure is to force into the earth a very considerable quantity of air, which is released again when the

barometric pressure falls. The quantity of air which moves through soil under the effect of pressure difference, however produced, is largely dependent upon the character of the soil. If the soil is a loam, or sandy, the air movement is much more free than when the soil is made up of a close, firm clay or of rock. If the soil is of impervious character, the organic matter deposited upon the surface must undergo its change upon the surface rather than within the soil. The result is then a contamination of the super-soil air, and when that contamination is marked, the air is known as malarious, and the prevailing conditions of outside air then become those which it is desirable to avoid within walls, and the prevailing conditions are worse than those which would follow the movement of air through the soil into the building, since both outside and inside air are then affected.

Subsoil airs and vapors may be excluded from buildings by interposing a layer of impervious material between the building and the soil. For this purpose impervious clay may be used, or walls may be made of close grained stone with close seams made of the best cement mortar, or they may be coated with such impervious material as coal tar. The cellar floor must be equally well protected. This may best be done by covering a concrete floor or a brick-laid floor with coal tar, and covering this again with a layer of strong cement. A concrete floor may, when dry, be thoroughly washed with coal tar, and this again be covered with a suitable layer of close or pure cement. Instead of protecting the walls by a firm clay tamped down when wet, the foundation may be built of an inner and an outer wall separated by an inch or two air space. This air space may be connected with the out-of-door air by a sufficient number of small apertures to insure a maintenance of the same pressure between walls which exists in the outer air. The same effect may be produced in a simpler construction, which will equally protect the building against the movement of air through the basement floor as well as walls. Thus, if air is freely admitted into the basement or cellar, the same pressure which exists without may be maintained in the cellar also. Under such conditions all tendency toward air flow through the earth toward the cellar will cease. It becomes necessary in the use of this method to warm the air passing into the cellar. The heat expended in warming this air is not wasted, as the warm air finds its way to the superstructure as rapidly as it is displaced by the inflowing cold air.

Whenever basements are used as air plenum chambers, the excess of pressure under which air then exists not only prevents the inflow of subsoil gases and vapors, but reverses the movement.

Exclusion of cellar air from superstructures. The movement of air through the floors and the interior walls of buildings is much more free than is generally believed. This movement is due both to the molecular movement of the gases, and to their flow movement. It has been found in the case of an ordinary country dwelling, and when the inside and the outside temperatures are the same, that when the building has been tightly closed for a few hours, the air of the lower story becomes from seven to eight parts cellar air, and in the upper story from three to four parts. The presence of cellar air in these stories under such conditions is due to the molecular movement and travel or diffusion

of such gases. When, on the other hand, the closed building is warmer than the outside air, the movement of gases becomes that of mass or flow together with molecular action, and under these conditions the proportion of cellar gas found in the upper rooms has been found to vary from 40 per cent. for the lower rooms to 25 to 30 per cent. for the upper rooms, when the buildings have been tightly closed for four hours.

If the air of the cellar or basement is pure, there is no rational objection to its movement through the building. If, however, that air is unavoidably of objectionable character, it may be excluded by breaking the connection between the cellar and the upper rooms in the manner heretofore described for the breaking the connection between the cellar and the soil air. Thus by plastering the ceiling in the cellar, and freely opening the space between the plastering and the flooring to the outside air, an atmospheric pressure within this space may be maintained between the cellar and the superstructure, which will prevent the rise of cellar air through it and into the building. It is of small avail to plaster a ceiling, or even to cover the plastering with impervious coats of paint or other material.

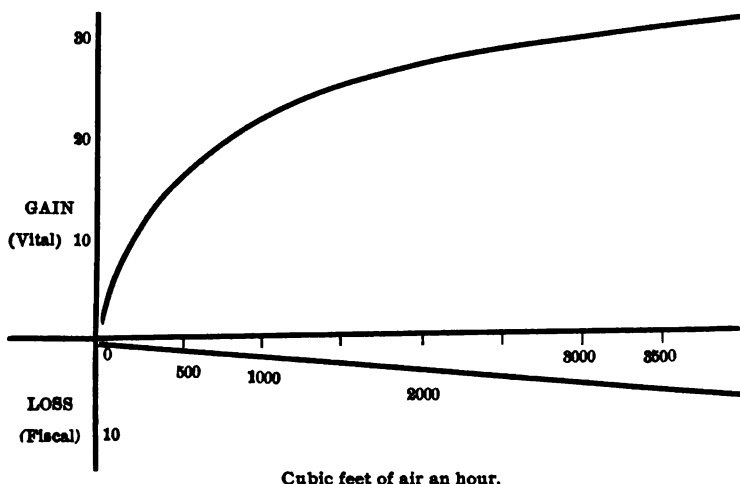
Pressure within cellars or basements may be reduced, if they are tightly closed, by the action of strong ventilating flues or fans, producing a reduced pressure within the cellars, which would tend to cause an air movement from the upper rooms toward the cellar. The simplest of all methods is to keep the cellar clean, and to supply it with air in such generous quantity as to maintain the cellar air at such quality that its leakage through floors into the stories above shall be in no way objectionable.

CHAPTER III

AIR QUANTITY REQUIRED FOR VENTILATION

Limitation of derivable benefits. The benefits to be derived from ventilation are not proportional to the quantities of air used in the process. The total economic effects, vital and monetary, reach a maximum under any given conditions when a certain air supply is furnished, warmed and otherwise treated, and effectively used. A lower supply would be wasteful on the vital side; a larger supply on the monetary side. In this the parallelism holds with the boiler fires. Too little air results in wasteful, incomplete combustion, and reduces thermal energy effects. Too much draught results in a serious waste of the produced heat, which escapes through the chimney instead of doing effective work in the boiler and engine.

The large vital gain which is acquired with the first few hundred cubic feet of air furnished per hour is not brought with each added hundred cubic feet of air supply. The gain and loss may be represented graphically as in the accompanying figure.



When the rate of increase in vital gain measured in dollars and cents equals the rate of monetary loss, as in the figure at 3,000 cubic feet of air, an increase in the rate of air supply is of questionable economic advantage. When the angle of the curve of vital gain with the abscissa of air supply equals the angle made by the abscissa and the coal cost, or fiscal loss, the economic limit in ventilation has been reached. Any excess of air and thermal energy running to waste through vent flues produces no corresponding gain in vital energy. The gain up to the point of equality between vital gain and monetary loss is unquestionable, and to this point ventilation should be carried, whenever admissible.

Ventilation cannot properly be regarded as a high priced luxury to be enjoyed by the privileged few, but rather as a low priced benefit to be enjoyed by all. Vital energy is as dependent on air as on food. Pure air is more essential to that energy than is pure food. Air is cheaper than food. No investment yields larger returns than that required for economic ventilation. The quantity of air used in ventilating work should be the maximum practicable rather than the minimum tolerable.

Conditions which affect the air quantity required for ventilation. The quantity of air needed for ventilating work depends in large part on what is proposed to be done, and on how the thing proposed is to be done; or upon the work proposed and the method of doing it.

The simplest possible form in which the problem can present itself is that of diluting any given quantity of material in air, and of carrying that dilution to certain standard strengths. The question is then one of so much impurity, of so much of air quantity required to dilute that impurity to a certain per cent., and to serve as a vehicle for its removal. Let the proportion of carbon dioxide in the outside air be 3.5/10,000, and let it be required to dilute 24 cubic feet of that gas in such a quantity of air that the strength of the dilution shall be 6/10,000.

Then $24 \div (0.0006 - 0.00035) = 96,000$, the number of cubic feet of air required.

Such a method of computing air quantity required for ventilating work is defective in some important respects. It leaves out of account the effectiveness or the wastefulness of the method by which air may be used. It determines ventilation requirements by the hard and fast rule of ratios, and without regard to the important fact that health is affected by other things than the proportions of the gases making up the air, and through other organs than the lungs. That the standard of arbitrary proportions of gases, or the strength of dilution of one, and the least offensive, impurity, is not an infallible one, appears in the fact that an air supply which is ample and perfectly satisfactory in winter weather becomes intolerably insufficient in the hot weather of summer. Furthermore, the subject for whom ventilation is furnished is quite as important a factor in the problem of air quantity required as is the gaseous makeup of the air. His condition of health or illness, of immunity or susceptibility to the effects of abnormal states of air, his repose or activity, the length of time of his exposure to impure air, the nature of the contaminating impurity, are all legitimate determining elements in the problem. Any standard of ventilation based solely on diluted and diluting quantities must therefore be accepted as of small worth. It, in general, demands the least air quantity, and it is the weakest basis on which the question of adequate air quantity can be argued.

Accepting, however, that basis for the purpose of argument, it can be incontrovertibly shown that the quantity of the diluent should be large. That fact demonstrated, it may then be shown to be emphasized by yet stronger arguments, which rest upon the more vital and broader basis of hygienic considerations. Treating the question simply as a matter of dilution or of ratios, the following line of argument may be followed:

First, from the standpoint of comparison and of rational sentiment, a high dilution is made imperative.

Second, judged from the observed effects of vitiated air on those most susceptible to its influence, the tendency of results due to that cause is unmistakably indicated.

Third, by tracing the effects of vitiated or impoverished air on robust vitality, and on brute life, and on the inanimate, senseless and unimaginative combustion flame, the conclusions otherwise reached are confirmed.

The eliminations from the body are pelvic, pectoral, and dermal. The lungs eliminate gaseous, and the kidneys aqueous impurities. The taking of undiluted fresh urine into the stomach is far less deadly than is the rebreathing of undiluted expired air. Yet few, if any, would consent to drink a tenth, or a hundredth, or a two hundredth dilution of urine. Though the dilution were carried to one ten-thousandth, most would be driven to its potable use only under the stress of intense thirst. Only a practically infinite dilution would remove the repugnance of most civilized people.

In the case of the air, an average of 15 cubic feet per capita is breathed per hour. If that quantity be diluted to $1/10$, the air quantity

to be supplied for the purpose would be 150 cubic feet; if to 1/100, the air supply would be 1,500 cubic feet; if to 1/200, the air volume would be 3,000 cubic feet, the largest per capita and per hour supply demanded by most authorities for persons in health and in repose. Hardly a larger proportion of sewage is organic and solid matter than is to be found in the dermal sewage. To drink uninfected diluted sewage is hardly worse than to breathe the vapors and floating organic matter eliminated from the body through the pores.

If such comparisons are odious, and if such matters seem to belong to sentiment rather than to experience, reasoning less sentimental and more scientific will be found to lead to the same conclusive issue.

The normal air is not a haphazard mixture of an energy-producing gas with a diluting gas. It is purposely and exactly adjusted to the dependent vital processes, and to other means of energy transformation for which it is intended. Vital energy is dependent upon what may be termed a chemical or vito-chemical process, to which atmospheric oxygen is essential. All Nature's methods are exact. Chemical proportions and processes are as precise and invariable as are mathematical or mechanical. Any least departure from proportions in chemical combinations or in celestial movements would result in changes seemingly out of all proportion to the producing cause. The chemical compound is of a wholly altered character, and of perhaps hardly recognizable relationship, and the order and balance of celestial combinations could be so disturbed as to eventuate in mechanical and universal chaos. To this order of Nature, of adjustment and of precision, the vital processes of energy transformation and expenditure are no exception.

The evidence of experience confirms such reasoning. The *tendency* of results in the operation of any cause is best learned when the conditions are so delicate, the adjustment so fine, that any slight variation in cause will be made evident in effect. A delicate, sensitive, and finely adjusted balance is to be preferred to the steelyard or Fairbanks hay-scale for determining the relative tendencies of gravitational forces residing in small and closely matched bodies. A feather or a straw floated in the air will distinctly show the trend of slow air movement which a brickbat, thrown into the same air current, would not so much as suggest; the inclination of a doubtful line can be determined only by a sensitive level.

If, then, the tendency of impoverished or vitiated air on vital energy is to be discovered, it must be not so much through its observed effect on robust as on sensitive and delicate life. Having discovered that effect on life in its feeble beginnings, the effect on vitality reduced by the shock of accident or of surgical operation or by sickness may be observed for confirmatory evidence; and then the effect on average health; first, in child life; second, in the average working class; third, in the most robust of adult life; and then in brute life; and, lastly, the effect on the insensible flame of the candle. In this gradation the movement is from the feeblest to the most robust of human life, and then through unimaginative brute, to the lifeless flame.

Hospital records. Human life is at its beginning in its most frail and susceptible condition, and it is therefore with infants that unsanitary

conditions are most prolific of harm. The records of the Dublin Lying-in Hospital furnish a conspicuous example of the baneful results of a bad sanitary environment, and also of the beneficial results of a bettered environment. For a term of years under the faulty régime the death rate in the hospital reached 50 per cent. of those born in the hospital. For an equal period under improved conditions, which included the whole range of sanitation,—ventilating, warming, drainage, light, general cleanliness, disinfection,—the death rate fell to 5 per cent.

The prostrating effect of shock due to major accidents, or the state of collapse attending capital surgical operations, frequently reduces vitality to such a low ebb as to make the subject acutely susceptible to the effects of adverse hygienic conditions. The reports of the Boston City Hospital show that improved general sanitary conditions in that institution changed the death rate from 44 per cent. to 13 per cent.

In the general wards of the same hospital are those of lowered vitality, but who have not reached, and most of whom have not approached, a state of collapse. They are, furthermore, not exposed to the special danger formerly attending the opening of wounds to microbic air. Yet the radical sanitary improvement effected in the wards for these patients changed the death rate from 23 to 6 per cent., or nearly in the same ratio as in the surgical wards, from which it would appear that the gain in the surgical wards is not to be attributed solely to improved methods in surgery.

Passing from the sick to the well, and among these noting first the results of faulty hygienic surroundings on child life, a report of the sanitary officers of the city of Dundee for a term of years furnishes a striking example of the physical evils attending the housing, clothing, feeding, and general care given to the children of the poor. The air space and, roughly, the air quantity given to these children are approximately indicated by the number of rooms the houses afford. These are indicated by the figures 1, 2, 3, 4 in the following table:

Rooms,	1	2	3	4
Death rate,	21.4	18.8	17.2	13.3
Average age at death,	7	8.3	12.2	11.7

The records of the U. S. Pension Bureau furnish instructive data touching the effect of improved sanitary environment on the health of adults in average good health. The work of the Bureau was done for a number of years in scattered buildings, poorly equipped as to roominess, light, airiness, and general cleanliness. During this period of imperfect housing the yearly average of days lost through illness was 18,736.

When the Bureau was quartered in its new, well lighted, and well ventilated building, notwithstanding the fact that the force employed during the succeeding years was largely in excess of that previously employed, the average of days yearly lost through sickness fell to 10,114.

Because of the simple manner and the regular diet and habits of the prisoners' life in modern state prisons, the most robust average vitality is to be found within prison walls. It has been affirmed without denial that more per capita money is spent on sanitation for public prisoners than for public school attendants. The result of the changed condition, as between the old-time inhuman and the present humane manner of providing for the criminal class, is made perhaps nowhere more evident than in the great prison at Vienna, where by cleanliness of air and surroundings the death rate has been reduced to one-tenth that of the former years.

Passing from human vitality, alive with mental and imaginative processes which often contribute to its depression and distress, to brute life, wholly devoid of such reflex processes, and therefore to an organism far less susceptible than human life to maladjustment in hygienic matters, the effect of inadequate ventilation of stalls on the horse may be cited. At the time of the epidemic of influenza among horses in Boston, during the fall of 1873, a committee of physicians, on examining the condition of the stables in which the distemper was severest, and also lightest, found that the frequency and virulence of the disease was inversely as the ventilation given to stables. The cases of sickness in badly ventilated stables to those in well ventilated barns were reported as about five to one.

Such evidence may be objected to as suggestive rather than conclusive, since the bettered sanitation described has included more than improved ventilation. It has brought better light, cleanliness, less depressing surroundings, more wholesome diet.

Furthermore, objectors may have been schooled in tight-as-a-box schoolhouses, and yet be among the most robust of the middle-aged and older generations. What was good enough for them and their fathers is sufficient for other people's children, if not for their own. Such arguments are as fallacious as that which would prove that the battlefield is not a place of danger because many, if not most, come out of it unscathed. The above very limited citation of facts clearly indicates the menace to health existing in impoverished and vitiated air. That thousands and hundreds of thousands escape death and invalidism from a nation's battles, and pass with health unshattered through a nation's unsanitary schoolhouses, is no proof that they are places of safety.

That the menace of spent and foul air is a real one may be made evident in a yet more forceful way than by reference to distant experiment and experience. The vital flame is susceptible to depressing effects through its exquisite and varied sensitiveness. To some extent even the brute may be affected by conditions other than atmospheric. Therefore it is important to notice and to emphasize evidences from which the mental and the sensorium elements are wholly eliminated.

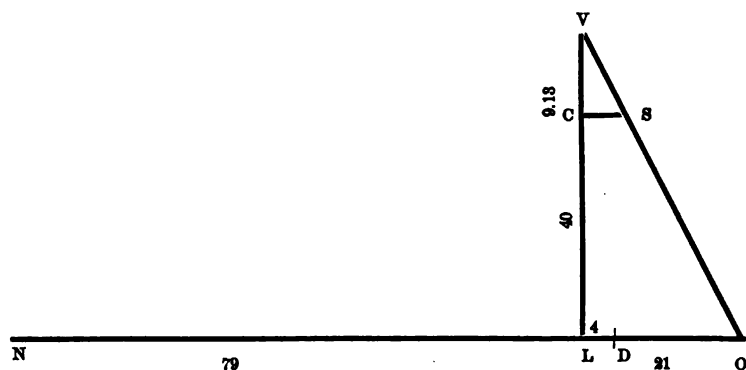
The vital flame and the candle flame are in some fundamental respects alike. Both are wholly dependent for their origin and continuance on oxygen, and both are affected by change in the proportions of the gases constituting the air. The candle flame is least, if at all, affected by the substitution of carbon dioxide for nitrogen, or by

the presence of effluvia; it is without a sensorium, or imagination. The vital flame is therefore more susceptible to atmospheric conditions than is the candle flame.

The luminosity of the candle flame varies in a marked degree with the proportions of carbon dioxide in the air in which it burns. During the first changes from the normal, the loss is 1 per cent. for each 3/10,000 carbon dioxide increment. The average illumination loss through a range of 200/10,000 carbon dioxide increment is 1 per cent. for each 2.06/10,000. The candle flame expires when the carbon-dioxide reaches 227/10,000, and an oil flame at 232/10,000; spirit lamp flame at 245/10,000; gas flame at 290/10,000; vital flame, immediate at 400/10,000.

The change in the brilliancy of a candle flame is immediate, and the conditions producing change remaining constant, the luminosity remains so also. The vital flame does not so immediately drop, but the effect of a continuous condition of change from the normal is cumulative, the vital flame eventually drooping more, and generally much more, than the candle flame. The candle flame droops at once to its minimum luminosity, and holds it indefinitely. The vital flame at the outset holds out against decline, but eventually drops and steadily wanes and at length perhaps expires.

If the line NO represents the sum of the constituents making up the air, and NL and LO the proportions of nitrogen and oxygen, then the area $VO L$ may represent the normal vital energy resulting from the normal conditions.



It might, therefore, be natural to assume that with the reduction of LO , vital energy would be correspondingly reduced, and that when L should have advanced to O , life would cease. As a matter of fact, however, life ceases when L advances to D . Hence any advance of L toward O becomes a serious matter, and especially when that advance is not by the increase of the neutral gas, nitrogen, but by the presence of carbon dioxide, which acts doubly, as an oxygen diluent and as a suppressor of carbon dioxide escape from the lungs and blood.

If the effect of 20/10,000 CO_2 is to reduce vital energy no more

than it reduces the brilliancy of the candle flame, the amount of vital energy sacrificed is one-twentieth of $V O L$, or $V S C$. In effect, it is not merely the reduction of the total energy by a certain per cent., but the taking off of the keen edge of that vitality, the blunting of mental acumen, the dulling of the vital forces. In the school, or recitation or lecture room, it means drowsiness, mental dullness and slowness, and commonly, to some extent, through the body's restlessness and irritation, moral declension and disorder. If the abnormal conditions are continued or permanent, the cumulative results become the more serious and chronic. The general combined effect of impoverished, and abnormal, and polluted, and moist and overheated air is to change the keen prowed and finely lined craft into one of the canal boat or scow type, with box blunt prow and rectangular stem and bottom and side lines, designed for a slow speed, low energy, poor economy, and short life.

It has been experimentally shown that when, by the addition of pure gas, the normal proportion of atmospheric carbon dioxide is raised to 18/10,000, the physiological effect is evident in a changed pulse and respiration rate.

The effect of humidity upon the luminosity of a candle flame is suggestive of its effect on vital energy. When in experiment, by the burning of a candle, the carbon dioxide of its own combustion reached 25/10,000, its luminosity dropped to 93 per cent. A slight and artificial increase in the humidity and decrease in CO_2 to 21/10,000 resulted in a drop of brilliancy to 88 per cent. On saturation, and a reduction of the carbon dioxide to 8/10,000, the luminosity fell to 83 per cent. These effects are due to reduced proportions of oxygen in the air and to the high cooling action of the water vapor. Moisture affects animal vitality as heretofore shown by atmospheric impoverishment, and by its effect on the cooling processes and rate, and also by the change it produces in the quantity and in the hygienic quality of organic contents of the air.

Such are some of the arguments which may be advanced in proof of the necessity of using generous quantities of diluent air when ventilating work is based solely on the quantity of carbon dioxide to be diluted, and on the strength of the dilution to be accepted as standard.

It is not, however, on such a sole and simple basis that air quantities for general ventilating work may be properly determined. Other factors are of equal or greater weight. Effluvia quantity is of greater importance than ordinary carbon dioxide proportions. Effluvia quality is of greater moment than effluvia quantity. Among the determining factors are: permissible air quantity as affected by draught; the physical condition of occupants, in its effect on air quality; the occupation of those for whom ventilation is to be provided, whether in a passive or an active state, whether engaged in air vitiating or air affecting work; the time of occupation, as affecting the danger of exposure to abnormal atmospheric conditions; the method of use of air, as affecting the efficiency of ventilating work; the amount of spontaneous ventilation, as affecting the air quantity to be artificially furnished; the per capita

space, in its effect on the quality of the effluvia and other organic matter contained in the air of the ventilated enclosure.

To fix the rate of air supply on the basis of the cubic contents of an enclosure is as faulty as it is common. The cubic contents of a room has but accidental and frequently remote relation to the impurities eliminated within and to be removed from it. The cubic contents may have proper reference to the volume of that supply in four respects only:

First, the minimum hourly air supply to rooms should generally be not less than a quantity equal to their cubic spaces, if the fresh and odorless quality of their air is to be maintained. This is true of unoccupied as well as of occupied rooms. Air stales with stagnancy, because of the organic matter afloat within it and in contact with it, and owing to the continuous and considerable vapor, aroma, and molecular movement from the bounding walls and surfaces and from the contained material, which quickly affects the sensible quality of air.

Second, the maximum hourly supply should be reduced to such a quantity that its movement shall not be troublesome, if sensible, as a draught.

Third, as cubic contents bears an approximate relation to the area of bounding surfaces, and such surfaces to the amount of spontaneous ventilation, and the amount of spontaneous ventilation to the artificial ventilation required, cubic contents may in some cases become a factor in determining the air quantity required for ventilation purposes.

Fourth, so far as cubic space affects the time of the retention of organic matter or eliminations from the body within the enclosures, and the quantity of such matter retained, and the space occupied by such matter, the factor of cubic space properly enters into the problem of air supply required.

There are four primal considerations affecting the quantity of air required for ventilating work.

First, the occupant: his condition of health, sickness, cleanliness, or foulness; his occupation, whether sedentary or active, or of air polluting or affecting kind; his susceptibility.

Second, the room: the relation of cubic space to rate of air supply; to the quality of contained organic matter; the relation of extent of wall surface and exposure to spontaneous ventilation.

Third, the air: the quality, temperature, humidity, foreign contents.

Fourth, the length of time of the exposure of the occupants to the atmospheric quality as maintained within the enclosure.

Buildings. Tabulating buildings under these heads, and giving to each building the several approximate head values peculiar to its type, and basing the maximum air quantities on these values, the maximum ventilation requirements may be roughly indicated as follows:

		Occupants	Rooms	Air	Time	Per hour air supply
Hospitals	{ Contagious,	10	10	10	10	8,000
	{ Surgical,	5	10	5	10	6,000
	{ General,	3	10	2	10	5,000
Asylums,		2	10	0	10	4,500
Dwellings,		2	8	0	10	4,500
Schoolhouses,		2	5	2	8	3,500
Legislative Chambers and Court Houses,		0	3	0	5	2,000
Theatres, Lecture Rooms and Music Halls,		0	2	0	5	1,500
Churches,		0	3	0	6	1,000

The tabulation under occupants has reference to state of health as affecting special ventilation requirements. The general extreme prostration is in surgical wards, but the nature of contagious sickness makes the requirement, so far as the condition of the contagious patient is concerned, in excess of that needed by the occupants of surgical wards. The personal factor is a lower quantity in the case of the patient of the general ward, and still less in the case of the asylum. The susceptible period of childhood raises the personal factor of houses and schoolrooms.

In the matter of rooms, space favors a draughtless movement of air until audience or semi-audience rooms are reached. In the dwelling the large area of outer wall gives a serviceable value to spontaneous ventilation, and in the total factor the value drops.

The quality of the air due to the presence of the occupant is most of a menace in the contagious wards of a hospital, and less in the surgical wards. In the schoolroom, the possible and not infrequent presence of those contagiously sick gives to the air quality an element of danger.

The table is of value chiefly, if not wholly, as illustrating a method, usually far less formal than the above, by which air quantities for ventilating work may be scaled.

In other classes of buildings the requirements are based less on occupant, or space, and almost wholly on air quality and time exposure. In factories, mills, dye rooms, paper machine rooms, laboratories, etc., floors are seldom crowded, air space is ample, spontaneous ventilation is large, but the air may be dust, or vapor, or fume, or odor, or heat laden, and the time of exposure long.

In cold storage buildings the occupant factor practically disappears, and the vapors of fruit and produce and the essential oils of the more spicy fruits and the susceptibility of eggs and butter to change of flavor because of such atmospheric contents, and, also, the effects of vapor on mold growths, become the determining factors.

GRADUATES OF NORMAL SCHOOLS

NEW BRITAIN, WILLIMANTIC, NEW HAVEN

1851-1903

The number of graduates from New Britain is 1982, and of these 1784 are living.

During the school year 1901-1902, 537 of the graduates were teaching in this state.

The number of graduates from Willimantic is 362, and of these 357 are living and 81 are married. In 1901-1902, 167 were teaching in this state.

The number of graduates from New Haven is 503, and of these 501 are living. In 1901-1902, 309 of the graduates were teaching in this state.

TEACHERS OF NEW BRITAIN NORMAL SCHOOL

PRINCIPALS

Came	Name	Residence	Went
1849	Henry Barnard, L.L.D., *July 5, 1900	28 Main	1855
1855	John D. Philbrick, A.M. *1886		1857
1857	David N. Camp, A.M.	New Britain	1866
1866	Isaac N. Carleton, A.M. *Aug., 1902		1866
1866	Homer B. Sprague, A.M.	New York city	1867
1869	Isaac N. Carleton, A. M. *Aug., 1902		1883
1883	Clarence F. Carroll, A.B.	Worcester, Mass.	1894
1894	Marcus White	New Britain	....

ASSOCIATE PRINCIPALS

Came	Name and Branches Taught	Residence	Went
1850	Rev. T. D. P. Stone *1887		1852
1852	John D. Philbrick, A.M. †*86		1855
1855	David N. Camp, A.M.†	New Britain	1857
1857	Charles F. Dowd, A.M. <i>Mathematics, Natural Philosophy, Moral Philosophy, and Geography</i>	Saratoga, N. Y. Temple Grove Sem.	1858
1858	Henry B. Buckham, A.M. <i>Mathematics, Natural Philosophy, and Moral Philosophy</i>	Monmouth, Ore. Normal Sch.	1864
1864	John N. Bartlett* <i>Mathematics, Natural Philosophy, and Moral Philosophy</i>		1867
1871	William B. Dwight, A.M. <i>English Language and Literature, Natural Philosophy</i>	Po'keepsie, N. Y. Vassar Coll.	1878
1878	Henry E. Sawyer, A.M. <i>Natural and Physical Science</i>	Northfield, Mass.	1884

* Deceased. † Elected Principal and Superintendent of Common Schools.

TEACHERS

Came	Name and Branches Taught	Residence	Went
1850	Rev. John A. Guion* (<i>Transferred to High School</i>)	.	1850
1850	David N. Camp (<i>Appointed Associate Principal</i>)	New Britain	1855
1850	Nelson A. Moore <i>Drawing</i>	Kensington	1852
1850	Mary Andrews <i>Latin and English Grammar</i>	New Britain	1851
1851	Edward W. Robbins <i>Latin and English Grammar</i>	Kensington	1852
1852	Jane A. Bartholomew *1867 <i>Geography and History, etc.</i>	.	1864
1852	F. Julius Busch *1857 <i>Drawing</i>	.	1857
1853	B. N. Comings, M.D. *1899 <i>Physiology, Chemistry, and Natural History</i>	.	1866
1854	M. Josephine Wood *1889 <i>Instrumental Music</i>	.	1855
1855	George E. Gladwin, A.M. <i>Arithmetic, Grammar, and Drawing</i>	Worcester, Mass.	1855
1855	John M. Potter <i>Vocal Music</i>	.	1859
1855	Elizabeth Wheeler <i>Arithmetic, Grammar, and Latin</i>	Stratford	1860
1855	Cordelia T. Hough Mrs. R. G. Hibbard <i>Instrumental Music</i>	New Britain	1857
1855	Jane L. Thomas Mrs. I. C. Andrews	New Haven 203 York	1855
1855	Rev. Levi W. Hart, A.M. *1899 <i>Latin, Arithmetic, and History</i>	.	1855
1856	Abby Henry	Hartford 17 Haynes	1856
1856	George Sherwood *1893 <i>Grammar and Natural Philosophy</i>	.	1856
1856	Henry B. Buckham, A.M. <i>Latin, Arithmetic, History, and Rhetoric</i> (<i>Became Associate Principal</i>)	Monmouth, Ore. Normal Sch.	1858
1857	Louis Bail* <i>Drawing</i>	.	1867
1857	Elizabeth M. Wright <i>Instrumental Music</i>	.	1859
1858	S. Henry Lee, A.B. <i>Latin, Arithmetic, and Reading</i>	Springfield, Mass. 51 Westm'r	1860
1859	C. W. Huntington <i>Instrumental and Vocal Music</i>	Hartford 26 Atwood	1861
1859	S. Elizabeth Stanley *1883 <i>Arithmetic and Geography</i>	.	1859
1860	Leverett L. Camp <i>Arithmetic and Geography</i>	New York city 74 5th av.	1861
1861	Erastus Ripley, A.M. *1870 <i>Latin, Arithmetic, and Reading</i>	.	1865
1861	Ralph G. Hibbard <i>Elocution</i>	New Britain	1865
1861	William B. Thompson <i>Vocal Music</i>	New Britain	1864
1864	Harriet N. Marshall <i>Geography and History</i>	New York 176 West 72d	1866
1865	Rev. Francis T. Russell <i>Elocution</i>	New York, N. Y. Gen'l Theol. Sem.	1867
1865	C. Holcombe, Jr. <i>Mathematics and Latin</i>	.	1866

* Deceased

TEACHERS — CONTINUED

Came	Name and Branches Taught	Residence	Went
1866	Miss Craigen		1866
1867	C. A. Comstock		1867
1867	Mary A. Dorrance <i>History and Geography</i>		1867
1869	William E. Sheldon	<i>Boston, Mass.</i>	1870
1869	Ralph G. Hibbard, A.M. <i>Elocution</i>	<i>New Britain Hillside pl.</i>	....
1869	C. A. Meuth		1870
1869	Ella S. Smith <i>Drawing</i>		1873
	Mrs. Osborne <i>Geography and Theory and Practice</i>		
1869	Emma M. Goldthwaite Mrs. L. Hoyt Pease *1876 <i>Music and Arithmetic</i>		1876
1870	Charles W. Bardeen	<i>Syracuse, N. Y.</i>	1871
1870	Louis Bail <i>Natural Science</i>	<i>Newark, N. J. 516 S'm'r av.</i>	1872
1872	Celestia D. Browning <i>Drawing</i>	<i>Holyoke, Mass.</i>	1880
	Mrs. John S. Comins		
1873	Celeste E. Bush	<i>Niantic</i>	1884
1873	Ella J. Gibbs *1889 <i>History and Geography</i>		1883
1875	M. Jennie Atwood <i>English Language and Literature</i>	<i>Bristol</i>	1888
1876	Arthur W. Kibbe <i>Mathematics</i>	<i>Somers</i>	1883
1880	Mrs. Anna E. Dupeeé <i>Vocal Music</i>	<i>Boston, Mass.</i>	1881
1880	Ludella L. Peck <i>Drawing</i>	<i>Northampton, Mass. Smith Col.</i>	1882
1881	Lillian A. Lee <i>English Language and Gymnastics</i>	<i>New Rochelle, N. Y. 76 Mahlstedt pl.</i>	1884
1883	Mary C. Welles <i>Drawing</i>	<i>Newington</i>	1884
1883	Hattie A. Luddington <i>English Language and Literature</i>	<i>New York, N. Y. Barnard Col.</i>	1888
1884	Helen F. Page <i>Model School</i>	<i>Chicago, Ill. Harvard Sch.</i>	1889
1884	Clara W. Miggins <i>Model School</i>	<i>Detroit, Mich. 506 Cass av.</i>	1894
1884	Jessie M. Woodward <i>Kindergarten: Training</i>	<i>Norwalk</i>	1888
	Mrs. Dr. L. N. Phiney <i>English</i>		
1884	Arthur B. Morrill, A.M. <i>Natural and Physical Science</i>	<i>New Haven</i>	1889
1884	William E. Mead, A.B. <i>History and Latin</i>	<i>Middletown</i>	1884
1885	Ellor E. Carlisle	<i>Boston, Mass.</i>	1891
1885	L. Belle Gorton <i>Geography, Geometry, and Gymnastics</i>	<i>Hartford 785 Asylum av.</i>	1886
1885	Myrta E. Kemp <i>Drawing and Assistant in Model School</i>	<i>Denver, Col. 1559 F'nkln</i>	1887
	Mrs. Frank Perry <i>Model School</i>		

* Deceased.

TEACHERS—CONTINUED

Came	Name and Branches Taught	Residence	Went
1885	Carrie A. Lyle * Jan. 1, 1901 Mrs. Dr. D. A. Richardson Model School		1891
1885	Abbie S. Lee * May 1, 1896 History, Geography, and Assistant in Model School		1887
1885	Iva M. Stillman * March 22, 1900 Mrs. W. B. Thompson Language, and Assistant in Model School		1887
1885	Mary Anna Jones Drawing and Geometry	Germantown, Pa.	1886
1886	Katherine M. Hurlburt Algebra and Geometry	Holyoke, Mass.	1887
1886	Mary McCann Mrs. John A. Johnson Geography, and Assistant in Model School	Chicago, Ill., 2259 Calum't ave.	1889
1884	Belle M. Clark Model School	Stamford Box 524	1884
1887	Mary P. Foskett Mrs. Geo. C. Boswell United States History	Southport	1889
1887	M. Gertrude Fenn Drawing and Grammar	New Britain	....
1887	Emma L. Cartwright Mrs. L. C. Shepherd Model School	Norfolk, Va. 454 Freemason	1890
1887	Ella M. Curtiss Mrs. F. A. Curtis Model School	Saybrook	1888
1887	Fannibelle Curtis Kindergarten	Brooklyn, N. Y. 131 Livingstone st.	1889
1888	Edith Gooding English Language and Literature		1889
1888	Jennie Darlington Model Schools, Methods and Criticisms	New Britain	....
1888	Lucy C. Catlin Physical Training and Grammar		1890
1888	Julia P. Rockwell * March 22, 1896 Mrs. Sidney J. Roby Grammar and History		1890
1888	Jennie E. Chapin Geography; Model School	Willimantic	1889
1888	George P. Phenix Natural Science	Willimantic	1893
1889	Mary E. Goodrich History and Grammar	New Britain 112 Chestnut	1890
1889	Carrie B. Copley Mrs. J. L. Rundlett Kindergarten	Concord, N. H. 38 Merrimac	1890
1889	Alice E. Reynolds Model School, Methods and Training	New Haven	1891
1889	Elizabeth L. Allyn Arithmetic and Geography	New Britain	....
1889	Martha R. Mann Mrs. Herbert W. Morgan Physiology and Biology	Oberlin, Ohio	1891
1889	Ruth A. Hatch Mrs. A. F. Shiverick English and History	Chic., Ill. 4160 Ellis ave.	1891

* Deceased.

TEACHERS — CONTINUED

Came	Name and Branches Taught	Residence	Went
1889	Alice M. Haynes Mrs. Wilson Marsh Model School	Sturbridge, Mass.	1891
1889	Charles A. Kunou Manual Training and Workshop	Los Angeles, Cal.	1894
1890	Jennie M. Banks Mrs. Edward Taylor Kindergarten	Southport	1892
1890	Emily J. Parker Drawing and Language	New Britain	....
1890	Helen J. Bunce Model Schools and Training	New Britain	....
1890	Jennie Hickok * 1900 Mrs. Charles A. Jennison Natural Science		1892
1890	Gertrude L. Rhoades Model School and Training	New Britain	....
1890	Mary G. Peabody History and Literature	New Britain 12 Hawkins	1902
1890	Ida E. Viets * Dec. 30, 1900 Mrs. H. L. Paige Assistant in Kindergarten		1893
1890	Gertrude Conant * 1892 History and Literature		1891
1890	Esther D. Gill Singing and Arithmetic	Boscawen, N. H.	1893
1890	Mary E. Harper Model Schools and Writing	Melrose	1892
1890	Anna McMichael Model Schools and Training	Reading, Pa. 606 Laurel	1891
1890	Mary E. Greene Boston, Mass., The Westland, Back Bay Physical Training and Language		....
1890	Emma E. Snow Mrs. Arthur C. Blake Geometry and Language	New Haven	1891
1890	Mary B. Upson * 1891 Kindergarten		1891
1891	E. Ine Brown Model Schools	Wallingford	1894
1891	Helena D. Cowles Mrs. Marcus White Model School; Training	New Britain	1896
1891	Mary A. Freeman Model School; Training	Leominster, Mass.	1892
1891	Mattie A. Cole Model Schools; Training	Fitchburg, Mass.	1893
1891	Kate S. Anderson Physical Training	Danielson	1893
1891	Emily H. Viets Kindergarten; Sloyd	Detroit, Mich.	1892
1891	Jessie E. Guernsey English; History	New Britain	....
1891	Elizabeth Mary Blakeslee Mrs. Eliza B. Tracy Latin; Greek; English	Brookline, Mass.	1892
1891	Lt.-Col. Alfred E. Thompson Military Drill	New Britain 244 Main	1896

* Deceased.

TEACHERS—CONTINUED

Came	Name and Branches Taught	Residence	Went
1891	Bertha M. McConkey <i>Model Schools; Training</i>	South Manchester	....
1891	Alice S. McQuaid Mrs. Chas. D. Hine <i>Stenography</i>	Hartford 54 Vernon st.	1892
1891	Lucy B. White Mrs. Lucy White Thwing <i>Mathematics; English</i>	Cazenovia, N. Y.	1892
1891	Carrie H. Conley <i>Cooking</i>	South Manchester	....
1891	Millie Arms Mrs. Millie Gibb <i>Model School; Training</i>	Bristol	1894
1891	Lina H. Weed Mrs. Frank L. Preston <i>Model School</i>	New Britain	1892
1891	Georgianna Minor <i>Kindergartner</i>	South Manchester	....
1891	Fanny P. Brown <i>Kindergartner</i>	Washington	1893
1892	Lillian W. Hart <i>Latin; Greek</i>	New Britain 35 Curtiss	1894
1892	Minnie L. Clark <i>Model School; Training</i>	Montclair, N. J.	....
1892	Alma E. Beale <i>Physical Science</i>	Schaghticoke, N. Y.	1894
1892	E. Abbie Clark <i>Assistant, Model Schools</i>	Westfield, Mass. 15 S. Broad	1893
1892	Frances E. Cheney <i>Assistant, Kindergarten; Manual Training</i>	Springfield, Mass. 34 Church st.	1894
1892	Georgia M. Moseley <i>Assistant, Kindergarten and Model Schools</i>	Hartford	1893
1892	Anna B. Bockée <i>Latin; Mathematics</i>	Trenton, N. J. Normal School	1894
1892	Margaret C. Fuller Mrs. Edward Sharpe <i>Arithmetic</i>	Lincoln, Neb. 2525 R st.	1893
1892	Elise M. Traut <i>French and German</i>	Hartford 20 Niles	1893
1892	M. Lizzie Sudder <i>Assistant, Kindergarten</i>	New Haven 164 Spring st.	1896
1892	May S. Nichols <i>Model School; Manual Training</i>	Bridgeport	1894
1893	Margaret S. Hubbell Mrs. Alarie B. Start <i>Music</i>	Brooklyn, N. Y.	....
1893	Mary A. Spear * 1898 <i>Model School; Training</i>		....
1893	Leon I. Wood <i>Latin; Greek</i>	Waterbury	1894
1893	Emily B. Scarborough <i>Physical Training</i>	New Britain	....
1893	Bessie N. Leonard <i>Assistant, Kindergarten; Manual Training</i>	North'ton, Mass. Clark School	1894
1893	Caroline T. Robbins <i>Physical Science</i>	New Britain	....
1893	Mary E. Musson <i>Assistant, Kindergarten</i>	Gilbertsville, N. Y.	1894

* Deceased

TEACHERS—CONTINUED

Came	Name and Branches Taught	Residence	Went
1893	Frederick A. Verplanck <i>Principal of Schools at South Manchester</i>	South Manchester	....
1893	Emily J. Lange Mrs. Allen W. Brown <i>Model School; Training</i>	Hartford 155 Seymour	1894
1893	Walter E. Russell <i>Physical Science</i>		1894
1893	Jeanne Charlus <i>French</i>	Ogdensburg, N. Y.	1894
1894	Clara M. Washburn <i>Model School; Training</i>	New Britain	....
1894	Anna E. Ericson * 1898 <i>Model School; Training</i>		1895
1894	Annie L. Parker <i>Pianist in Gymnasium</i>	Meriden	....
1894	Emma E. Winslow <i>Model School; Training</i>	Hartford 20 Niles	1895
1894	Annie E. McNulty <i>Pennmanship; Assistant in Physical Laboratory</i>	New Haven	1896
1894	Anna M. Clark <i>Manual Training; Assistant in Physical Laboratory</i>	Framingham, Mass.	1895
1894	Maude L. Gridley Mrs. A. Everett Peterson <i>Training School; Training</i>	Willimantic	....
1894	Fanniebelle Curtis <i>Kindergarten; Theory; Training</i>	Brooklyn, N. Y. 131 Livingstone	1897
1894	Julia E. Grosvenor <i>Assistant, Kindergarten</i>	North'ton, Mass. Clarke School	1895
1894	Lina D. Wilcox Mrs. Chas. W. Lee <i>Model Schools; Training</i>	New Britain 85 South Burritt	1897
1894	Marie Curtis <i>Assistant, Kindergarten</i>	Brooklyn, N. Y.	1898
1894	Della I. Sheridan Mrs. William W. Burke <i>Assistant in Model School</i>	Manchester Green	1895
1895	Estelle M. Hart <i>Model School; Training</i>	New Britain	....
1895	Jessie Simonson <i>Model School; Training</i>	Kansas City, Mo.	1897
1895	Florence M. Prince <i>Assistant, Kindergarten</i>	Brooklyn, N. Y.	1898
1895	Claribel Young Mrs. Clarence R. Root <i>Assistant, Kindergarten</i>	New Britain 16 Pine	1896
1895	Mary E. Wardwell <i>Mathematics; English</i>	Berlin, N. H.	....
1895	Edith M. Gridley <i>Training</i>	New Haven 34 Gill	....
1895	Carrie A. Kauffman <i>Singing</i>		....
1896	Estelle I. Pierpoint <i>Assistant, Kindergarten</i>	South Manchester	....
1896	F. P. Briggs * May 20, 1898 <i>Botany; Zoology; Geology</i>		1897
1896	Hannah M. Gartland <i>Model Schools; Training</i>	Cleveland, O. 1020 Prospect	....

* Deceased.

TEACHERS — CONTINUED

Came	Name and Branches Taught	Residence	Went
1896	Amalie Feibel Mrs. Amalie Feibel Green Assistant, Kindergarten	Kensington	1897
1896	Anna A. Bubser Model Schools; Training	Hartford 172 Putnam	....
1897	Ada M. Harding Mrs. Henry T. Burr Model Schools; Training	New Britain 47 Grand	1901
1897	Addie T. Bannister Model Schools; Training	New Britain 72 Maple	....
1897	Alice O'Grady Kindergarten; Theory; Training	New Britain 475 Arch	....
1897	Charles H. Morrill Zoology; Geology; Geography	New Britain	1900
1897	Grace E. Mowry Passaic, N. J. Passaic Collegiate Ins.	....	....
1897	Sarah T. Palmer Training Schools; Training	South Manchester	1902
1898	Mary A. Hovey Married	....	1898
1898	Phebe M. Beard Training Schools; Training	Framingham, Mass. Normal School	1899
1898	Grace A. Higgins Assistant, Kindergarten	Hartford 81 Beacon	1899
1898	Anna M. Clark Physics; Chemistry	Framingham, Mass.	1899
1898	Mabel Clary Assistant, Model Schools	Montclair, N. J.	1900
1898	Edith A. Root Training Schools; Training	South Manchester	....
1898	Emily H. Wells Training Schools; Training	Brookline, Mass.	1900
1898	Carrie H. Carnes Training Schools; Training	....	1899
1898	Hortense Hersom Training Schools; Training	New York City Teachers' College	1901
1899	Annie Bassette Assistant, Kindergarten	New Britain 12 Kensington	1900
1899	Carolyn M. Stone Model Schools; Training	Farmington, Me. Normal School	1900
1899	M. Jessie Barber Assistant, Kindergarten	Sound Beach	1901
1899	Mary E. Bidwell Model Schools; Training	New Britain	....
1899	Edward B. Birge Singing	Indianapolis, Ind. 505 No. Delaware	1901
1899	Harriet M. Beale English	Providence, R. I. Normal School	1901
1899	Ethel C. Waters Training Schools; Training	Youngstown, O.	1901
1899	Eleanor J. Clark Training Schools; Training	South Manchester	....
1899	Leonora S. Hanna Training Schools; Training	South Manchester	....
1900	Henry T. Burr	New Britain 47 Grand	....

Deceased.

TEACHERS—CONTINUED

Came	Name and Branches Taught	Residence	Went
1900	Kathryn E. Decker . . . . .		....
1900	Anna C. Murnane <i>Model Schools; Training</i>	<i>New Britain</i>	48 Camp....
1900	Erma M. Miller <i>Assistant, Model Schools</i>	<i>South Manchester</i>	....
1900	Kate McMahon <i>Assistant, Kindergarten</i>	<i>New Britain</i>	86 Grove....
1900	Emilie H. Fuller <i>Training Schools; Training</i>	<i>Allegheny, Pa.</i>	1901
1900	Mary E. Foster <i>Assistant, Kindergarten</i>	<i>New Britain</i>	20 Pearl....
1901	Edith L. Risley <i>English</i>	<i>New Britain</i>	45 Grand....
1901	Grace H. Stowe <i>Assistant, Model Schools</i>	<i>New Britain</i>	9 Camp....
1901	Josephine E. Pinney <i>Model Schools; Training</i>	<i>New Britain</i>	45 Grand....
1901	Alice Clark <i>Assistant, Kindergarten</i>	<i>New Britain</i>	475 Arch....
1901	William E. Brown <i>Singing</i>	<i>Stamford</i>	....
1901	Ada D. Littlefield <i>Training Schools; Training</i>	<i>South Manchester</i>	...
1901	Caro M. Gray <i>Training Schools; Training</i>	<i>South Manchester</i>	....
1901	Florence E. Griswold <i>Training Schools; Training</i>	<i>South Manchester</i>	....
1901	Alice English <i>Model Schools; Training</i>	<i>New Britain</i>	235 Lincoln....
1902	Katherine Stoughton	<i>New Britain</i>	....

LIST OF GRADUATES OF THE NORMAL SCHOOL AT NEW BRITAIN

1851

Name	Address
Franklin C. Brownell . .	died 1872
Leverett L. Camp . .	<i>New York</i> 74 Fifth ave., care Potter & Putnam Co.
Andrew J. Welles . .	died 1872
Ellen S. Cornwell	
Mrs. L. L. Camp	died January, 1895
Jane S. Olmstead . .	died 1867

1852

Rev. S. H. Lee . .	<i>Springfield, Mass.</i> 106 Wilbraham Road
Frederick B. Perkins, . .	died January 28, 1899

1853

Ebenezer D. Bassett . .	<i>Philadelphia, Pa.</i> 2121 North 29th st.
Nathaniel C. Boardman . .	died 1873
Alfred E. Camp . .	died 1889
Ibri Cannon jr. . .	died 1863
C. Goodwin Clark . .	died 1889
Obed B. Morse . .	<i>Racine, Mower Co., Minn.</i>
George Sherwood . .	died 1893
E. Ely Talcott . .	died 1858
Jane A. Bartholomew	
Mrs. M. S. Porter	died 1867
Maria E. Bassette . .	<i>Watertown</i>
Mary J. Camp . .	died March 16, 1900
S. Adeline Clark	
Mrs. George Sherwood, Chicago, Ill.,	46 Park ave.
Juliette F. Hyde	
Mrs. William L. Gaylord	died 1875
M. Helen Randall	
Mrs. P. W. Wells	died 1884
A. Augusta Thompson	
Mrs. George Partridge	died

1854

Name	Address
Alden A. Baker . . .	<i>Colchester</i>
George E. Gladwin . . .	<i>Worcester, Mass.</i> 16 Harvard st.
Walter R. Kingsbury . . .	<i>Sioux Falls, South Dakota</i>
Emma W. Brewer	
Mrs. Charles M. Bidwell, East Hartford, 124 Burnside ave.	
Sarah A. Buckingham . . .	died Sept. 20, 1894
Emma C. Carter	
Mrs. S. H. Lee, Springfield, Mass., 106 Wilbraham Road	
Ellen L. Cowell . . .	died 1876
Emeline Harrison . . .	died 1875
Elizabeth R. Havens	
Mrs. Welles Adams	died March 1, 1895
Mary B. Mather	
Mrs. F. C. Brownell, Bristol, 234 Summer st.	
Emily L. Rogers . . .	<i>Norwalk</i>
Caroline C. Rose	
Mrs. Ingraham	died 1868
Jennette J. Rose	
Mrs. Benjamin F. Hathaway, Stamford	
Ellen M. Sprague . . .	<i>Chicago, Ill.</i> 350 Marshfield ave.
S. Elizabeth Stanley	
Mrs. Dr. John Taylor	died 1883
Emily A. Thayer	
Mrs. P. Bennett, New Milford	
Elizabeth Wheeler . . .	<i>Stratford</i>
Ellen Wheeler . . .	<i>Stratford</i>
S. Ellen Wheeler	
Mrs. Chandler Cowles	died 1882

1855

James R. Dutton . . .	<i>Colchester</i>
J. Marshall Guion jr. . .	died 1891
*Albert A. Hills . . .	<i>East Boston, Mass.</i>
Daniel H. Manwaring . . .	died 1899
*Samuel G. Mead . . .	<i>McPherson, Kan.</i>
John F. Peck . . .	<i>Colebrook River</i>
Thomas K. Peck . . .	died Sept. 28, 1893
Edward D. Rawson . . .	died 1859
Henry W. Titus . . .	died 1857
Elbridge G. Upson . . .	died 1869
Martha M. Baird	
Mrs. Owen T. Clarke, Milford, Box 623.	
Jane D. Baldwin . . .	died 1881
Roxy Candee . . .	died 1859
Susan E. Grew	
Mrs. J. F. Bingham, 484 Farmington ave., Hartford	

*Not heard from.

Name	Address	
Jane A. Hart		
Mrs. John G. Lewis, 438 George st., New Haven		
Susan J. Hayes		
Mrs. John E. Chalfant, Cloverdale, Cal., Sonoma Co.		
Abby E. Henry Hartford		17 Haynes st.
Mary F. Jones		
Mrs. George Glossoner, Lock Haven, Clinton Co., Pa.		
Harriet N. Marshall . . . New York City		37 West 99th st.
Lydia Mather		
Mrs. George Randall	died 1868	
Sara A. Morse, Grove Hall	New Haven, cor. Grove st. & Whitney ave.	
Sarah J. Noyes Alexandria, Va.		620 Duke st.
Emeline E. Rose		
Mrs. George E. Scofield, Stamford, 27 Bedford st.		
Elizabeth W. Sage died 1859		
Maria L. Sanford . . . Minneapolis, Minn.		
University of Minnesota.		
Jane L. Thomas		
Mrs. Jane L. Andrews, New Haven, 203 York st.		
Emily Upson		
Mrs. L. Edgar Bunce, Jersey City Heights, N. J., 27 Clinton ave.		
*Jennie M. Walbridge . . . St. Louis, Mo.		
M. Josephine Wood		
Mrs. D. M. Warren	died 1889	

1856

George Fallow died 1900		
Henry Harger Lost River		Blaine Co., Idaho
Edwin R. Keyes died 1863		
John G. Lewis New Haven		438 George st.
E. Lewis Moore Framingham, Mass.		
John H. Peck West Hartford		
Asa Perkins Groton		
Marcus L. Tryon Willimantic		
Mortimer A. Warren . . Collinsville		
Amos A. White died		
Edwin Whitney died 1867		
Charles H. Wright . . . died 1878		
Betsey C. Blakeman . . died 1879		
S. Elizabeth Dunham		
Mrs. George Loomis, Parkersburg, W. Va.		
Elizabeth J. Goodwin		
Mrs. M. A. Warren, Collinsville		
Mary Hall		
Mrs. Ransom Baldwin, Meriden		
Sarah E. Hanford		
Mrs. Asa B. Woodward	died 1882	
Esther Henry Hartford		17 Haynes st.
S. Josephine Higgins		
Mrs. S. Josephine King	died June 11, 1894	

* Not heard from.

Name	Address
Marietta W. Hull . . .	<i>Clinton</i>
Almira Lovell . . .	<i>Flint, Mich.</i> 319 Third st. East
Eliza P. Norwood	
Mrs. Moses G. Wilder	died 1869
Fanny W. Wakelee	
Mrs. Anson H. Blakeman, Oronoque	
N. Louise Wakelee	
Mrs. D. W. Plumb, Shelton, 45 Wooster st.	

1857

Lewis A. Camp . . .	<i>Seymour</i>	
Levi E. Latimer . . .	<i>Chicago, Ill.</i>	2763 N. Paulina st.
James H. Linsley . . .	<i>Northford</i>	
Allen McLean, Rev. . . .	died 1882	
Correl F. North . . .	<i>West Winsted</i>	
Edward B. Peck, Asst. Sec'y	<i>Hartford</i>	Conn. Gen. Life Ins. Co.
Frederick W. Smith, M.D. .	<i>New London</i>	31 Jay st.
Cynthia E. Brooks . . .	died 1869	
Maria A. Butler		
Mrs. Maria A. Varian, Greenwich, 176 North Maple av.		
Annie M. Chester . . .	<i>New London</i>	Box 598
Frances Chesebrough . . .	<i>Stonington</i>	Box 319
Harriet L. Hart		
Mrs. A. C. Denison, Middlefield		
Mary E. Hill	died Feb., 1896	
Lucia F. Holcomb		
Mrs. L. M. Wilcox, Granby	died 1891	
Olive A. Pond		
Mrs. J. H. Amies, Philadelphia, Pa., 1748 North 13th st.		
Phebe Selleck	<i>West Redding</i>	
Eliza Talcott	<i>Honolulu, Hawaii</i>	P. O. Box 797

1858

Gilbert E. S. Amidon . . .	<i>East Willington</i>	
Sherman B. Bishop . . .	died March 19, 1895	
*J. G. Dearborn	<i>Boston, Mass.</i>	
Brainerd W. Maples . . .	died Dec., 1900	
George G. McLean . . .	<i>Portland</i>	
Augustus Warner	<i>Chicago, Ill.</i>	503 Dearborn ave.
Matthew C. Woodford . . .	<i>Unionville</i>	
Anna E. Carpenter . . .	<i>Wilton</i>	Box 57
Anna A. Carter		
Mrs. Anna A. C. Merwin, Delta, Ohio		
Sarah H. Chamberlin		
Mrs. James L. Johnson, Springfield, Mass., 269 Union st.		

1859

Thomas E. Barrett . . .	died 1862
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* Not heard from.

Name	Address
Dwight Ely . . .	died 1863
Calvin C. Foster . . .	<i>West Woodstock</i>
Abner B. Holley . . .	<i>New York city</i> 130 West 123d st.
John S. Linsley, M.D. . .	<i>New York city</i> 1700 Washington ave.
R. Henry Stone . . .	<i>Los Angeles, Cal.</i> 774 Central ave.
Elizabeth Baldwin . . .	died 1886
Cornelia B. Beers . . .	died 1868
Anna M. Campbell . . .	died 1889
Mary H. Clements	
Mrs. Alfred N. Filley, Bloomfield, Box 109	
Louise M. Eddy	
Mrs. H. Waring Howard, Sr., Greenwich	
Mrs. Electa M. Herrick . .	<i>New Haven</i> York sq.
Ann Eliza Holcomb	
Mrs. A. E. Edwards, Granby	
C. Elizabeth Jones . . .	<i>Deep River</i>
Kezia A. Peck . . .	<i>Bristol</i> 307 West st.
Amanda M. Root . . .	died 1885
M. Virginia Smith . . .	<i>Wellesley, Mass.</i> Dana Hall

1860

Charles S. Dudley . . .	<i>Westville</i>
Anson F. Fowler . . .	died —
John F. Gaffney . . .	<i>Brooklyn</i> 375 Clinton st.
Henry A. Loveland . . .	<i>New Haven</i> Station A.
Calvin B. McLean, Rev. . .	<i>New Fairfield</i>
W. Edgar Simonds . . .	<i>Hartford</i> 427 Main st.
Sarah F. Aiken . . .	<i>Winnipauk</i>
Anna A. Baird	
Mrs. William Andrew . . . died 1892	
Harriet N. Bartholomew	
Mrs. Everett Clemons, Hartford, 2 Ward st.	
Mary E. Bassett	
Mrs. Joseph P. Mumford, 1401 North 17th st., Philadelphia, Pa.	
Mary L. Catlin . . .	<i>Winsted</i> 37 Walnut st
Julia A. Clarke . . .	died 1871
Esther L. Hitchcock	
Mrs. Fred. F. Finney, New Haven, 42 Kensington st., cor. Edgewood ave.	
Mary V. Lee, M.D. . . .	died 1892
Esther C. Perry . . .	<i>Hartford</i> 55 Beacon st.
Helen R. Randle	
Mrs. Henry S. Barnum, Bible House, Constantinople, Turkey. By open mail, via London.	
Mary A. Seymour	
Mrs. Frank C. Latimer . . . died 1869	
*Ellen E. Southworth	
Mrs. Ossian Bugbee, Springfield, Mass.	
Maria Talcott	
Mrs. John M. Wardwell . . . died May 12, 1902	

*Not heard from.

1861

Name	Address	
William Henry Dyer . . .	<i>Boston, Mass.</i>	40 Water st.
Berkshire Life Ins. Co.		
Horace W. Hubbard . . .	<i>Cleveland, O.</i>	Hollenden Hotel
Martin V. B. Glover . . .	died 1863	
Edwin B. Paddock . . .	died 1880	
Elias F. Sanford . . .	<i>Ore Hill</i>	
Augusta L. Curtis		
Mrs. Augusta C. Pease, Hartford, 427 Main st.		
Adeline C. Hayes		
Mrs. H. P. Dennison, Deep River		
Frances A. Hibbard		
Mrs. Arza Hill, New Britain		
Abigail Hubbard . . .	died 1898	
Laura G. Lovell . . .	died Aug. 22, 1898, Hillside Place	
Eliza K. Richards		
Mrs. Charles H. Dillings, Wethersfield.		
M. Geneva Wright		
Mrs. M. J. Woodruff, New York city, 20 E. 80th st.		

1862

Asa K.* Butts . . .	died 1887	
Huber Clarke . . .	<i>Willimantic</i>	
Charles F. Holt . . .	died 1866	
Simeon H. Jennings . . .	died June 13, 1899	
Israel F. Loomis . . .	<i>East Hampton</i>	
Smith S. Ventres . . .	<i>Shailerville</i>	
Carrie E. Day . . .	died 1875	
Alice Norton . . .	<i>Kensington</i>	
Lydia A. Staats . . .	<i>Norwalk</i>	
Lucy A. Tracy		
Mrs. Walter W. Roberts, New Britain, 13 Franklin st.		
Ellen E. Welles		
Mrs. J. W. Griswold, Wethersfield, Box 25.		

1863

Samuel M. Hotchkiss . . .	died 1899	
James L. Johnson . . .	<i>Springfield, Mass.</i>	269 Union st.
Henry B. Moore, Jr. . . .	<i>Philadelphia, Pa.</i>	2323 S. Tenth st.
Lyman Payne . . .	<i>Middletown</i>	167 Main st.
Herbert R. Pratt . . .	died 1865	
Oscar Scofield . . .	died 1864	
Theresa R. Bartholomew		
Mrs. Theresa B. Stanley, New Britain, Stanley Place.		
Edda Belden		
Mrs. Charles S. Northrop, Berlin.		
Kate Butts : . . .	died 1875	

* Not heard from.

Name	Address
Ellen R. Camp . . .	died March 13, 1900
*Annie L. Cowles	Baroness Paul des Granges, Konigsberg, Prussia
Isabel L. Ely	Mrs. David B. Hamilton, Waterbury, Columbia Boulevard
*Hannah H. Grosvenor . .	Boston, Mass. 1427 Washington st.
Louise S. Hotchkiss . .	East Boston, Mass. 223 Lexington st.
Margaret M. Mann	Mrs. Charles E. Jillson, Providence, R. I., 118 Sutton st.
*Sarah E. Miller . . .	San Jose, Cal.
Ellen M. Paddock . .	Middletown St. Luke's Home
Georgiana Sanford	Mrs. C. W. Kelley died May, 1900
Sophia T. Stoddard	Mrs. Edward H. Gillette, Des Moines, Ia., 1030 West 22d st.

1864

Henry S. Chittenden . .	died 1879
Daniel W. Rossiter . .	died 1874
Sarah J. Arnold	Mrs. Charles A. Bowles died —
Kathleen Brockway . .	died 1872
Prudence M. Butler	Mrs. Milton H. Bassett, New Britain, 42 Bassett st.
Addie P. Campbell	Mrs. Addie P. Ives, New Britain
Carrie T. Carey	Mrs. Caroline C. Talcott, New Haven, 568 Chapel st.
Mary J. Corbin	Mrs. Wilbur F. Rogers, Meriden, 82 Akron st.
Carrie F. Dayton	Mrs. C. B. McLean, New Fairfield
Olive E. Gallup . . .	died 1878
Sarah D. Hartson	Mrs. Dwight Steele died 1879
Julia E. Steele	Mrs. Fred E. Callender, Hartford, 135½ Barbour st.
Susan A. Steele . . .	died 1890
Laura Stone	Mrs. Laura S. Pike, Danielson
Celia I. Stuart	Mrs. Henry B. Rowe, 30 Academy st., New Haven

1865

Clar. W. Colton, Rev. . .	died 1887
Amos F. Palmer . . .	died 1870

* Not heard from.

Name	Address
John O. Smith, M.D. . . .	<i>South Canterbury</i>
Jennie Brown	
Mrs. Mary J. Brown Smith,	New Haven, 405 Winthrop ave.
Helen W. Cristy	
Mrs. D. W. Osgood,	New Haven, 18 Lynwood Place
Mary D. Lee	
Mrs. George Isbell	died Sept., 1894
Lucy W. Patterson	
Mrs. Lucy Curtis,	Los Angeles, Cal., 837 South Olive st.
Helen P. Porter	
Mrs. Amos F. Palmer	died —
Emma J. Stone	
Mrs. Emma Stone Hotchkiss,	Kensington
M. Louise Studwell . . .	died 1887
Maria L. Turner	
Mrs. Maria L. Breen,	New Haven, 1151 Chapel st.
Carrie E. Williams . . .	<i>Bristol</i> 163 High st.

1866

W. W. Davenport . . .	died August, 1883
J. Newton Green . . .	<i>Brookline, Mass.</i> 4 Washburn pl.
David H. Harris . . .	<i>Dillsboro, Jackson Co., N.C.</i>
George W. Harris . . .	<i>Wethersfield</i>
Thomas Odell . . .	died —
Julius H. Pease . . .	<i>New Britain</i>
M. Jennie Atwood . . .	<i>Bristol</i>
Abbie M. Bunce	
Mrs. A. O. Crosby,	East Glastonbury
Lottie D. Butler . . .	<i>New Haven</i> 112 Ferry st.
Mary P. Hart	
Mrs. John D. Quill,	Wallingford, 152 North Main st.
Anna G. Kennedy	
Mrs. William J. Garland,	New Haven, 238 York st.
Lizzie C. Kirk	
Mrs. B. H. Sutcliffe,	Plymouth, No. 52
Mattie F. Pease	
Mrs. W. E. Bennett,	Portsmouth, N. H., 41 Middle st.
Alice J. Rowe	
Mrs. George W. Harris	died 1872
Ellen T. Tuller	
Mrs. Fred Ellsworth	died July 21, 1897
M. Adelia Viets	
Mrs. Chas. A. Blair,	New Britain, R. F. D. No. 2
Kate L. Warren . . .	<i>Collinsville</i>
Hattie B. Wolcott	
Mrs. George M. Chittenden,	Meriden, 240 Liberty st.
Nellie E. Woodford	
Mrs. Harrison Woodford,	Unionville

1867

Name	Address	
Edwin P. Augur . . .	<i>Middletown</i>	61 Broad st.
Sylvester C. Dunham, Vice-President Trav. Ins. Co.	<i>Hartford</i>	17 Marshall st.
Robert S. Griswold . . .	<i>Wethersfield</i>	
John A. Lees . . .		died 1876
Lucy E. Augur		
	Mrs. Chas. A. Dudley, Guilford, Box 355	
Mary E. Baldwin		
	Mrs. Darius Matthewson, Wakefield, Neb.	
Jane S. Bonney . . .	<i>Durham</i>	
L. Marie Brown		
	Mrs. Edwin N. Butler	died 1874
Susan B. Case		
	Mrs. Edwin P. Augur, Middletown, 61 Broad st.	
*Attie Eugenia Clark . . .	<i>Beacon Falls</i>	
Nellie M. Lord		
	Mrs. Herman Welles	died 1884
Margaret J. McRoy . . .		died 1873
Marietta Robinson		
	Mrs. J. R. Blahop, Cheshire	
Sarah E. Tallmadge		
	Mrs. D. Smith Sholes	died 1885

1870

Cyrus W. Buell . . .	<i>Toledo, Ohio</i>	2052 North 14th st.
Harriet E. Brown . . .		died 1873
Sarah F. Carpenter		
	Mrs. John A. Tatman	died 1883
Ellen E. Fox . . .	<i>Kansas City, Mo.</i>	511 Wabash ave.
Emma C. Ives . . .	<i>Cleveland, O.</i>	641 Giddings ave.
Sarah A. Peck . . .		died 1873
Ida A. Shelley		
	Mrs. Middlesex A. Bailey, Emporia, Kan., 218 West 12th ave.	
Clara C. Smith, Drawer D .	<i>Hartford</i>	care of A. C. Liebert.
Annie R. Wallace . . .		died 1871

1871

Frank H. Baldwin . . .		died August 9, 1901
*John R. Bowman (entered priesthood)		
Andrew Buell . . .	<i>Terryville</i>	
Livingston C. Lord . . .	<i>Charleston, Ill.</i>	Pres. E. Ill. State Normal School
Albert J. Russell . . .		died 1900
Theodore S. Tyrrell . . .	<i>Seymour</i>	
William W. Woodford . . .		died 1891

* Not heard from.

Name	Address	
Celia A. Allen		
Mrs. Edwin D. Wolcott,	Hartford, 39 Dean st.	
Ella V. Atkins		
Mrs. Clarence A. Bingham,	Forestville	
Ella Z. Blatchley		
Mrs. Rollin C. Newton,	Woodbridge, Westville P. O.	
Alice A. Boss		
Mrs. Luke Gage	died 1901	
Laura E. Bronson		
Mrs. Laura Bronson Woodford,	Middletown, State Hospital	
Hannah W. Bryant	. . . <i>East Hartford</i>	Box 57
Kate E. Chapman		
Mrs. Arthur B. Treat, 73	Rosette st., New Haven.	
Josephine Cryer	. . . died 1879	
Helena R. Dawson		
Mrs. Helena R. Rossiter,	105 Clark st., Hartford	
Elvira P. Dudley		
Mrs. Samuel N. Woodhouse,	Wethersfield	
Sarah J. Ensign	. . . <i>Weatogue</i>	
Minna H. Hertel		
Mrs. Willard Eddy,	Hartford, 105 Park st.	
Emeline H. Knapp		
Mrs. Edward Ellis,	East Longmeadow, Mass.	
Isadore F. Larkin	. . . <i>Boston, Mass.</i>	51 N. Market st.
H. Elizabeth Murray		
Mrs. H. Elizabeth Stanley,	55 Lexington st., New Britain	
Rebecca M. Northrop	. . . <i>Ridgefield</i>	Box 89
Mary L. Tallmadge		
Mrs. Minott C. Kellogg,	Mt. Vernon, N. Y., 54 South 2d ave.	

1872

Hattie L. Abbott		
Mrs. A. H. Nash	died Dec. 8, 1877	
Elizabeth M. Alexander	. . . <i>Meadville, Pa.</i>	875 Diamond Park
Frances A. Ayer	. . . <i>Windsor</i>	
Josephine A. Bartlett		
Mrs. James H. Sweet,	Providence, R. I., Box 503	
Calista A. Dean	. . . <i>Hartford</i>	223 Asylum st.
Edna J. Ely	. . . <i>Brockway</i>	
Jennie S. Griffin		
Mrs. John G. Emmons,	Dayton, Ohio, 116 South Perry st.	
Ida L. Griswold		
Mrs. Robert S. Griswold,	Wethersfield	
Lizzie G. Ives	. . . <i>Ridgewood, N. J.</i>	
Lois O. Jackson, M.D.		
Mrs. George H. Knapp,	Danbury, R. F. D.	
Emily L. Kimberly		
Mrs. Benjamin P. Wheeler,	North Stonington, Box 9	
Ida G. LaPlace		
Mrs. J. E. Harding,	Lyme, R. F. D. No. 20	

Name	Address
Jane E. Law . . .	<i>Springfield, Mass.</i> 254 St. James ave.
Serena H. Medbury	Mrs. George W. Burns, Morrison, Ill.
Jennie E. Merriman	Mrs. Andrew Buell, Terryville
Julia A. Minor	Mrs. Nathaniel M. Strong, North Woodbury
Emerette J. Munson	Mrs. G. G. Bassett died May 6, 1899
M. Eva Perkins	Mrs. John A. Lewis, 83 Grove Hill, New Britain
Ella F. Pilgrim . . .	<i>Hartford</i> 362 Windsor ave.
E. Jennie Platt	Mrs. E. Jennie Northend, Hartford, 56 Willard st.
Emma J. Richardson	Mrs. Walter White, New Britain, West Main st.
Mary G. Sage	Mrs. Herman Hurd, University Place, Neb.
Lorena Scofield	Mrs. Andrew Buell died May 26, 1877 . .
Birdie L. Stanton	Mrs. Birdie L. Stanton Fenner, Kansas City, Mo., care Doggett Dry Goods Co.
Nellie M. Terry	Mrs. William H. Read, Springfield, Mass., 95 Abbe ave.
Wilbert W. Norton . . .	<i>Torrington</i> 381 Miglon ave.

January, 1873

Annie E. Bradley	Mrs. Lewis G. Eno, Simsbury
Louise E. Brown	Mrs. Alexander Buell died Nov. 28, 1892
Adele J. Burr, Emer. Hos.,	<i>New York</i> Amsterdam ave. & 131st st.
Celeste E. Bush . . .	<i>Niantic</i>
Belle B. Chapman	Mrs. William H. Kellogg, 8 Fern st., Hartford
Alice L. Hough . . .	<i>Wallingford</i>
Ella Huntington	Mrs. Elliott D. Clark died June, 1902
Josephine L. Shattuck	Mrs. J. Shattuck Morey, Hollister, San Benito Co., Cal.
*Abbie P. Weaver . . .	<i>Derby</i>
Achsah A. Wright	Mrs. Henry Oscar Shaler, 70 Loveland st., Middletown.
James F. Goodell, M.D. . .	<i>Rhinebeck, N. Y.</i>

June, 1873

Kilmeny Barnes	Mrs. Albert A. Holt, Fitchburg, Mass., 5 Highland ave.]
Mrs. Sarah A. Buck . . .	died 1878

* Not heard from.

Name	Address
Jennie L. Carr . . .	<i>Collinsville</i>
Ella M. Daniels . . .	<i>Meriden</i>
Dellaphine A. Holbrook .	<i>New Britain</i>
*Julia E. Killam	31 Elm st. 61 Griswold st.
Mrs. Burdett D. Rowlee, Carthage, Mo.	
Josephine Manning	
Mrs. George H. Larned, Hamilton, R. I.	
Eunice C. Miller	
Mrs. William Hopler, Springfield, Mass.	
Hattie E. Park . . .	<i>Mystic</i>
Mary E. Pease . . .	<i>New Britain</i>
Ludella L. Peck . . .	<i>Northampton, Mass.</i>
Emma M. Peck	26 Court st. Smith College
Mrs. F. L. Gaylord, Ansonia, 69 South Cliff st.	
Eva I. Rogers	
Mrs. F. K. Tucker, Fort Lee, N. J.	
Gazelle M. Rulofson	
Mrs. R. A. Thompson, Kakinoki, Kitano-Kobe, Japan	
Addie E. Sperry . . .	<i>Bolton</i>
Julia A. Stevens	
Mrs. W. H. H. Morgan, Amherst, Mass.	
Hattie E. Stone . . .	<i>Rochester, N. Y.</i>
Frances E. Terrell	27 Birch Crescent
Mrs. Frank Colburn	died 1886
John D. Avery . . .	<i>North Stonington</i>
Thomas D. Bristol, M.D. .	<i>Cleveland, Ohio</i>
Thomas E. Hazell . . .	<i>Summit, N. J.</i>
Francis Johnson . . .	<i>Westfield, Mass.</i>
Noble E. Pierce . . .	<i>Waterbury</i>
John Rossiter . . .	<i>Norwich</i>
	77 Union st.

January, 1874

Lottie E. Adams	
Mrs. Thomas E. Elliott, Hartford, 279 Asylum st.	
Annie L. Ashton	
Mrs. William H. Hall, Brooklyn, N. Y., 347 Lafayette ave.	
Jerusha Avery	
Mrs. William A. Farren, North Attleboro, Mass., 226 Washington st.	
*Ella E. Beardsley . . .	<i>Middletown</i>
Mary G. Clarke	East Silver st.
Mrs. James C. Burr, 8 Crescent st., Middletown	
Florence E. Colton . . .	died 1874
Carrie L. Cooke	
Mrs. Seymour W. Earle, Meriden, 129 Britannia st.	
Mary C. Cowles . . .	<i>Ansonia</i>
Louise H. Dowd	
Mrs. Frank Comstock, 82 South Main st., South Norwalk	

* Not heard from.

Name	Address
Ella M. Forbes	
Mrs. Henry F. Tiffany, Centerbrook, Box 14	
Flora H. Lucas	
Mrs. Fred A. Nickerson, Chelsea, Mass., 101 Washington ave.	
Ellen Merrill	Norwalk 26 France st.
*Nathan C. Billings	New York 745 Sixth ave. (Box 46)
Clarence M. Ely	Terryville
John M. Fox	Kansas City, Mo. 117 West Sixth st.
Frank E. Guild, M.D.	Windham

June, 1874

Nellie F. Baldwin	
Mrs. Frank A. Chamberlin, Unionville	
Annie E. Beeman	
Mrs. J. Filmore Strong, East Windsor Hill, Box 37	
Minerva E. Comstock	Inst. for Deaf, 904 Lex. ave., N.Y.
Rebecca E. Comstock	Norwalk
Hannah A. Curtiss	
Mrs. Roswell F. Perry, 142 West Main st., New Britain	
Isadora L. Curtiss	
Mrs. Charles E. Andruss, 40 South Burritt st., New Britain	
S. Anna Dickinson	
Mrs. Isaac N. Knapp, Omaha, Neb., 1125 South 28th st.	
Ellen M. Farnen	
Mrs. Frank Cavanaugh, Middletown, South Main st.	
Sarah E. Fitch	Norwalk Springwood ave.
Eva L. Flinn	Norwalk 18 Catherine st.
Belle E. Goslee	
Mrs. Curtis B. Tiley, New Haven, 225 Crown st.	
Martha Gregory	Norwalk 5 East Wall st.
Katie M. Griswold	
Mrs. H. A. White, Wethersfield	
Nellie E. Hills	Forestville
Kitty M. Hurlburt	
Mrs. Paul G. A. Schultze, Sr., Bridgeport, 1332 Park ave.	
Emily J. Kellogg	
Mrs. Emily Kellogg Eldridge, Hartford, 39 Pearl st.	
Elizabeth McArthur	
Mrs. Elizabeth McArthur McKay, Danbury, Box 352	
Sylvia E. Merwin	
Mrs. William C. Barhite, Ridgefield	
Clara E. Olmsted	
Mrs. John S. Seymour, 92 East ave., Norwalk	
Fannie A. Tibbals	
Mrs. Henry D. Simonds, 339 Norman st., Bridgeport	
Lillian K. Towne	
Mrs. L. L. Potter	died 1895

* Not heard from.

Name	Address
Mary A. Walsh	
Mrs. W. H. Kane, Ansonia, 14 Starr st.	
Kate A. Woodward	
Mrs. Oscar W. Noble, Waterbury, care of Waterbury American	
Clarence A. Bingham . .	<i>Forestville</i>
Elisha W. McGuire . .	<i>New York city</i> 16 Exchange pl.
Clarence A. Parmelee . .	died 1877
John W. Sisson . .	<i>Wallingford</i>

January, 1875

Mary A. Ball	
Mrs. E. Walter Brandow	died 1895
Nettie Ball	
Mrs. A. J. Meeker, 9 Mott ave., Norwalk	
Ella M. Beach	
Mrs. Elbert W. Gaylord, Bristol, 461 West st.	
Ida A. Bristol	
Mrs. Walter P. Steele, 170 Chestnut st., New Britain	
Prudence W. Churchill	
Mrs. W. R. Griswold, Rocky Hill	
*Cora Dickerman	
Mrs. Samuel Paine, Jacksonville, Fla.	
Eva C. Durgy	
Mrs. J. Wheaton Stone	died —
Carrie S. Francis	
Mrs. M. L. Stoddard, Newington Junction.	
*Ella D. Gifford	
Mrs. — Durkee, Oriskany Falls, N. Y.	
Helen A. Gleason	
Mrs. Marshall S. Gibbs, East Hartford, 10 Central ave.	
Fannie A. Greene . .	<i>Forestville</i>
Ida A. Holmes	
Mrs. Frank D. Lawton, New Hartford	
Julia E. Hotchkiss	
Mrs. F. A. Sanford, Westfield, Mass., 26 Pleasant st.	
Charlotte L. Knapp . .	<i>New York</i> 247 West 125th st.
*Sarah S. D. Peck	
Mrs. Bernard Cohen, 4 Larned Building, Syracuse, N. Y.	
Nellie W. Porter . .	<i>Unionville</i> R. F. D. No. 1
Margaret J. Reilly	
Mrs. C. R. S. Frisbie	died October, 1879
Frances Rossiter . .	<i>Camden, S. C.</i> The Court Inn
Mary C. Treat	
Mrs. James P. Fryer, Pittsfield, Mass., 25 Newell st.	
Bessie L. Wilbur . .	<i>Norwich</i> 85 Cliff st.
Leroy C. Evarts . .	<i>Providence, R. I.</i>
Eldon W. Parmelee . .	died 1892

*Not heard from.

June, 1875

Name	Address
Jennie E. Baker . . .	died 1887
Hattie K. Baxter	
Mrs. George E. Danielson, Glastonbury	
Bessie C. Birdsey	
Mrs. Vine B. Starr, East Hampton	
Emilie C. Black	
Mrs. Joseph A. Ferguson	died October 7, 1890
Hattie E. Bradley . . .	died 1882
Harriet B. Denison	
Mrs. Edmund B. Hart	died 1889
Kate B. Dudley . . .	<i>Guilford</i>
Gertrude E. Emmons . .	died 1880
Hattie E. Freeman	
Mrs. Charles A. Groves, East Orange, N. J., 303 Main st.	
Adela E. Garrette	
Mrs. H. W. Terry, Collinsville	
Jennie S. Gridley	
Mrs. Porter L. Wood	died Nov. 28, 1899
Almira Higby	
Mrs. A. N. Clark	died 1890
Lucy B. Hill	
Mrs. Joseph I. Doolittle, Philadelphia, Pa., 837 Callowhill st., care Schwarzchild & Sulzberger Co.	
Hattie E. Holt	
Mrs. M. T. Whitney, Jr., 5912 Normal ave., Chicago, Ill.	
M. Adella Hunter	
Mrs. George E. Thorpe, 10 Princess st., Hanover Square, London, W., Eng.	
Hattie L. Maples	
Mrs. Hattie L. Warren, Middletown	
Carrie L. Miner	
Mrs. Oliver W. King, Southampton, Long Island, N. Y.	
Ada M. Robinson	
Mrs. T. B. Eggleston	died 1891
Annie C. Smith	
Mrs. George P. Fenner, New London	
Margia A. Stacy . . .	died 1879
H. Lizzie Waterbury	
Mrs. William Knox, Naugatuck	
Mary E. Watson	
Mrs. T. C. Coogan, 1217 Filbert st., Oakland, Cal.	
Carrie E. Wilcox . . .	died 1892
Mary R. Woodman . . .	<i>Bethel</i>
Frank A. Beers . . .	<i>Whatcom, Wash.</i>
Robert P. Bissell . . .	<i>Manchester</i>
Ernest P. Butler . . .	<i>Buffalo, N. Y.</i>
Alonzo N. Clark . . .	<i>Lakeport, Lake Co., Cal.</i>

Box 276

255 Virginia st.

January, 1876

Name	Address
Lilla B. Andrews	
Mrs. Ezra G. Munson, North Haven	
Hannah F. Bailey	Hartford
Hattie M. Birdsey	65 Church st.
Mrs. Frank B. Newton, Middlefield	
Ida E. Bradley	
Mrs. Charles P. Augur	died April 4, 1901
Mary Bradley	
Mrs. Harland Phillips, South Norwalk, 25 Union st.	
Bridget T. Carlon	died April 7, 1891
Rebecca C. Davis	
Mrs. J. S. Stone, New Britain	
Carrie L. Cragg	
Mrs. Maurice A. Reed, Belding, Ionia Co., Mich.	
Jennie M. Hawley	
Mrs. C. B. Ross	died 1888
Mary E. Lowrey	
Mrs. J. W. Holcomb, Westogue	
Lila M. Steele	
Mrs. John R. Stoddard, Newington Junction	
May L. Steele	
Mrs. Mary L. Starr, Bridgeport, 68 Sanford ave.	
Hattie E. Stoddard	
Mrs. Hattie E. Cochrane, Office of State Board of Education, Hartford	
Alice R. Woodruff	
Mrs. Alice W. Stone, 51 Walnut st., New Britain	
Lilla C. Yale	Meriden
	208 West Main st.

June, 1876

Annie K. Bailey, M.D.	Danbury	12 Chapel Place
Minnie A. Bishop	Meriden	85 Liberty st.
Abbie I. Bissell		
Mrs. Ezra E. Post, Clinton		
Mary J. Burr		died 1879
Sarah Chapman	Boston, Mass.	25 West Cedar st.
L. McKibbie Clark		
Mrs. Fred. P. Burr, Middletown, 22 Burr ave.		
Carrie Comstock		
Mrs. J. H. Sperry, Clinton		
Mary L. Cotter		
Mrs. Mary C. Parmelee, 110 Derby ave., Derby		
Nellie J. Dickinson		
Mrs. Charles H. Bloom		died 1893
Ellena A. Downs		
Mrs. Charles B. Stanley, 61 Lexington st., New Britain		
Rosa W. Dudley		
Mrs. John M. Harmon, 655 Broad st., Meriden		

Name	Address
Annie Hine	<i>Ansonia</i>
Louise L. Kellogg	
Mrs. William L. Saller, 871 Broad st., Bridgeport	
Margaret McClure	<i>South Norwalk</i> 119 South Main st.
Nellie A. McGill	<i>New Britain</i>
Effie F. Morgan	
Mrs. Wm. Daniels, New Rochelle, N. Y., 30 Lockwood ave.	
Julia E. Morse	
Mrs. Frank Crocker, Ansonia	
Botilda Pierson	
Mrs. Nathaniel Schuyler Moore, Crown Point, N. Y.	
Grace E. Rossiter	died 1876
Lois Rossiter	
Mrs. William M. Foote, Guilford	
Belle K. Stone	
Mrs. W. E. Booth, Waterbury, 37 Manhan st.	
Avilla M. Tinker	
Mrs. William G. Warnock, Meriden	
Mary C. Todd	died 1888
Evalena J. Upson	<i>Bristol</i>
Emma J. Wells	
Mrs. C. H. Chandler, East Hartford	
Thomas L. Reilly	<i>Meriden</i>

January, 1877

Ella N. Beckwith	
Mrs. Elisha Smith, Niantic	
Fannie L. Brown	<i>Newington</i>
Alice J. Cobey	died 1882
Carrie E. Cram	
Mrs. N. W. Vandegrift, Bridgeport	
Nellie W. Hart	died 1881
Rose Hartstall	<i>Newark, N. J.</i> 20 Court st.
Louise N. Linsley	
Mrs. Roswell J. Shepard, North Haven	
Maggie A. Rigney	died 1882
Mary E. Smith	died 1877
Ida E. Viets	
Mrs. H. L. Page	died Dec. 30, 1900
Adella M. Warner	
Mrs. Nelson F. Taylor, Kensington, Box 36.	

June, 1877

Alice A. Ballou	
Mrs. Bruce C. Twiss, Meriden	
Cora A. Barnum	
Mrs. George E. Beard, Bethel	
Margaret C. Bickett	<i>Springfield, Mass.</i> 28 North st.

Name	Address	
Carrie E. Bishop . . .	<i>Bloomfield</i>	
Louise W. Curtis . . .	<i>Bridgeport</i>	Sturdevant Building
Mary R. Calhoun . . .	<i>Pontiac, Mich.</i>	care of Mrs. B. F. Comfort
Nellie J. Carlon	"In religion" Maria J. Magdalene, St. Ann's Convent, Hartford, 246 Farmington ave.	
Elizabeth W. Cleveland . . .	<i>New Haven</i>	89 Whalley ave.
Mary Cleveland . . .	<i>Waterbury</i>	14 Arch st.
Mary A. Dooley . . .	<i>Hartford</i>	55 Charter Oak st.
Rosa A. Gardner	Mrs. William L. Weld, New Britain, 43 Park Place	
Jane E. Hall	Mrs. Alson B. Bartholomew died April, 1892	
Sarah M. Morehouse	Mrs. John B. Wakeman, Southport	
Mary A. Mulrane	Mrs. Thomas J. Kennedy, Hartford, 78 Putnam st.	
Ella G. Parker . . .	<i>Manchester, N. H.</i>	490 Lake ave.
Ada L. Platt . . .	<i>Hartford</i>	56 Willard st.
Julia A. Porter	Mrs. George L. Dewey, Bolton	
Aleine St. J. Pratt . . .	died 1879	
Georgiana C. Prickett	Mrs. Marcellus L. Bailey, New Britain, 83 Grove Hill	
Florence A. Smith	Mrs. Newman E. Sears, Elmwood	
Agnes L. Turnbull	Mrs. N. S. Spaulding, Norfolk	
Mary F. Tuttle	Mrs. Robert McKee, Hartford, 135½ Lawrence st.	
Henry Higinbotham . . .	<i>Windsor</i>	
George R. Maude . . .	<i>Windsor</i>	
James Roche . . .	<i>New Britain</i>	74 Bassett st.

January, 1878

Maria M. Allyn . . .	<i>Yantic</i>	
Fannie P. Brown . . .	<i>Washington</i>	
Julia A. Coakley	Mrs. John J. Wrenn died 1895	
Helen S. Dewey	Mrs. A. H. Sadd died Feb. 21, 1892	
Joanna E. Gaffney . . .	<i>Waterbury</i>	47 Hill st.
Ella M. Griswold	Mrs. Ella Griswold Albiston, East Hartford, 745 Main st.	
Emma F. Hutchinson . . .	<i>Manchester</i>	
Amanda E. Williams	Mrs. Albert N. Lewis, New Britain, 323 West Main st.	

June, 1878

Name	Address
Carrie S. Barnes	
Mrs. Charles W. Moody, Plainville	
Mary A. Callen . . .	<i>Plainfield</i>
Minnie E. L. Caulkins . .	<i>New London</i> 41 Howard st
Ellen J. Church . . .	<i>New Britain</i> 259 Arch st.
Ella L. Freeman	
Mrs. George H. Kimball .	died —
Alice L. Goodwin . . .	died —
Adella N. Keeney	
Mrs. Samuel F. Maine, Stafford Springs	
Kate S. Murphy . . .	<i>Hartford</i> 3 Linden Place
Chole A. Osborne	
Mrs. Leroy B. Warren, Plainville	
Lillian E. Rockwell	
Mrs. Fred. G. Platt, New Britain, Grove Hill	
Fannie M. Scranton	
Mrs. George L. Wilson, 591 Lincoln ave., St. Paul, Minn.	
Eliza B. Smith . . .	<i>Derby</i>
Maggie A. Sullivan	
Mrs. William W. Evans, Hartford, 45 Belden st.	
Mary A. Swift	
Mrs. Louis A. Tracy, Newington Junction	
Frances J. Wright . . .	died —
Fred B. Barnes . . .	<i>Hood River, Oregon</i>
Francis Deming . . .	<i>Berlin</i>

January, 1879

Eleanor L. Bixby	
Mrs. Hendrick A. Slate, Bernardston, Mass.	
Hattie E. Clark	
Mrs. Charles M. Hull, Meriden, 136 Hanover st.	
Ida J. Fenn . . .	<i>Schenectady, N. Y.</i> , Box 499, care of Welton Stanford
Anna E. Freeman . . .	<i>Hartford</i> 227 Wethersfield ave.
Ida F. Freeman . . .	<i>Hartford</i> 227 Wethersfield ave.
Ida A. Hill	
Mrs. Edward B. Fitts, 2531 Hennepin ave., Minneapolis, Minn.	
Frances H. Kirkham	
Mrs. H. L. Kellogg, Newington Junction	
Olive J. Lydall . . .	<i>Montclair, N. J.</i>
Rose McIntyre . . .	<i>New Britain</i> 64 Beaver st.
Gertrude E. Morris . . .	died July 24, 1897
Nellie F. Norton	
Mrs. Frank A. Thompson, Hope Valley, R. I.	
Isabelle E. White	
Mrs. John M. Dickey, Hackleman, Ind.	

June, 1879

Name	Address
Kate M. Atwood	
Mrs. Arlan P. Francis, Newington Junction	
Nettie S. Bulkley	
Mrs. Herbert I. Mathewson, Milford	
Minnie R. Charter	
Mrs. Julius J. Strickland, Manchester	
Carrie A. Cunningham	<i>West Mystic</i>
Addie M. Gardner	
Mrs. A. Turner Harding, Worcester, Mass., 147 and 149 Millbury st.	
Ida Griswold	
Mrs. Ida Griswold Bissell, East Hartford, 745 Main st.	
Cora A. Hart	<i>New Britain</i> 39 Walnut st.
Alida V. Hull	
Mrs. Horace Williams, East Wallingford	
Julia A. Hunt	<i>New York City</i> 571 Lexington ave.
Lillian H. Lewis	
Mrs. Henry Tilly, 151 South Main st., South Norwalk	
Hattie A. Maine	<i>Norwich</i> 21 Hickory st.
Grace A. Markley	
Mrs. M. J. Coholan, 186 East Main st., New Britain	
Kate A. Mathews	
Mrs. Eben H. Chapin, Rockland, Me., 18 Maple st.	
Alice M. Ryan	
Mrs. James W. Mooney, Wallingford, 73 Church st.	
Addie K. Smith	
Mrs. Wm. S. Hollsworth, Lansing, Mich.	
Jennie S. Smith	<i>Meriden</i> 321 West Main st.
Grace A. Taintor	
Mrs. Charles Ives, New Haven, 236 State st.	
Jane E. Thorp	<i>Weston, Mass.</i>
Hattie A. Todd	
Mrs. Sullivan M. Pine, Port Chester, N. Y., King st.	
Carrie A. Vredenburgh	
Mrs. Nathan W. Terrell, Colorado Springs, Col., 1200 Colorado ave.	
Leona E. Williams	<i>Meriden</i> 740 Broad st.
Clara K. Wood	
Mrs. Fred. H. Cogswell, 25 Norton st., New Haven	
Charles L. Bishop	<i>Santa Fe, N. M.</i>
Payson E. Little	<i>Dalton, Mass.</i>
Herbert I. Mathewson	<i>Milford</i>

January, 1880

*Abbie M. Agard	
Mrs. George M. Ladd, Waterbury	
Eleanor F. Baldwin	<i>Medford, Mass.</i> 7 Marshall st.

* Not heard from.

Name	Address
Elizabeth H. Bingham	
Mrs. Julius H. Whiting,	Winsted, 163 Holabird ave.
Harriet C. Bliss . . .	<i>New Britain</i> 154 West Main st.
Minnie B. Chamberlain .	<i>Hartford</i> 16 Buckingham st.
Jessie S. Gray	
Mrs. E. W. Bell,	53 South High st., New Britain
Rosa B. Norton	
Mrs. George Perry,	2325 Parish st., Philadelphia, Pa.
Mary E. Pilling . . .	<i>Warehouse Point</i>
Abbie J. Snow . . .	<i>New York City</i> 408 East 65th st.
Julia L. Spring . . .	<i>New Britain</i> 78 Maple st.
Annette S. Strickland	
Mrs. C. Thornton McGee,	Hartford, 78 Park st.
Charles B. Perry . . .	<i>Milwaukee, Wis.</i> 59 Loan & Trust B'g
Walter H. Perry . . .	<i>Oxford</i>

June, 1880

*Sarah A. Brown . . .	<i>South Windsor</i>	
Emilie H. Darrow . . .	<i>Waterford</i>	
Laura A. Ely		
Mrs. Laura Ely Clark,	Danbury, 35 Fairview ave.	
Lizzie J. Golway . . .	<i>Manchester</i>	
Hattie M. A. Johnson		
Mrs. Frances B. Wilson,	132 Jefferson st., Hartford	
C. Fannie Mack		
Mrs. Herbert Mann,	528 Washington ave., Denver, Col.	
*Grace Martin . . .	<i>Kansas City, Mo.</i> 1617 Campbell st.	
Sarah M. Mead . . .	<i>Greenwich</i> 24 East Elm st.	
*Annie T. Partridge . .	<i>Bryn Mawr, Pa.</i>	
Julia M. Patten . . .	<i>Colorado Springs, Col.</i> 1311 N. Nevada ave.	
Grace Adella Peck		
Mrs. Walter S. Hallock,	Rutherford, N. J., 280 Carmita ave.	
Fannie E. Vail		
Mrs. G. Winfield Snow,	31 Bellevue st., Willimantic	
Hettie E. Wright		
Mrs. Charles H. Slocum,	28 Beacon st., Hartford	
Charles W. Breed . . .	died Feb. 28, 1892	
Eugene H. Babbitt . . .	<i>Sewanee, Tenn.</i>	

January, 1881

Hattie K. Caldwell	
Mrs. Elliot L. Green,	Atlantic, Mass., 35 Botolph st.
Charlotte L. Camp	
Mrs. J. Marshall Crampton,	537 Orange st., New Haven
Annie C. Churchill	
Mrs. Annie C. Beach,	Bristol, East st.

* Not heard from.

Name	Address
E. Gertrude Cilley	
Mrs. E. P. Armstrong,	Bay Shore, L. I.
P. Augusta Daniels	
Mrs. Phoebe A. Carter,	Bayonne, N. J.
Mary E. Ferris	died 1884
C. Louise Holzer	
Mrs. Wm. H. Donogh,	Brooklyn, N. Y., 417 McDonough st.
Lillian A. Lee	New Rochelle, N. Y. 3 Prospect st.
Eliza Mills	
Mrs. Fred. A. Hartman,	New Britain, 157 South Main st.
Fannie M. Post	
Mrs. Carey L. Perry,	Gilead
Renate A. Preuss	
Mrs. Milton W. Jacobs,	45 Forbes ave., New Haven
Belle W. Robinson	
Mrs. Edward B. Gaylord,	Winsted, Station B.
Flora A. Smith	
Mrs. Charles A. Sprague,	Derby, 63 Minerva st.
Susie D. Smith	
Mrs. C. M. Woodford,	Bristol, 24 Pleasant st.
Jessie A. Tomlinson . . .	Milford
Ellen M. Toohy	
Mrs. Martin J. Reardon,	South Windsor
Hattie N. Tuttle	
Mrs. Frederick E. Beach,	Hartford, 64 Oxford st.
Belle E. Woodward	
Mrs. William T. Sanford	died June, 1890
Eliza A. Wrisley	
Mrs. William T. Jones,	Marlborough
Calvin S. Videon	Tottenville Staten Island, N. Y.

June, 1881

Eleanor G. Brown	
Mrs. John Rossiter,	77 Union st., Norwich
Hattie L. Brown	
Mrs. Edward L. Humphrey,	Winchester
Annie G. DeWolfe	
Mrs. Annie DeWolfe Morehouse,	Bridgeport, 1347 Boston ave.
Julia M. Hall	died March 8, 1893
Clara M. Hammond, M.D.	
Mrs. John I. McGuigan,	Philadelphia, Pa., 6018 Drexel road
Mary J. Hanna	
Mrs. J. Harold Child,	1614 Texas ave., St. Louis, Mo.
Mary E. Holzer	
Mrs. Thomas W. Cutting,	Bridgeport, 94 Maple st.
May Howe	Winsted Gilbert Home
Eva T. Kilby	Hartford 30 Washington st.
Bertha L. La Place . . .	Hartford 151 Vine st.
Minnie A. E. Losty	
Mrs. Edward Donaghue,	20 Florence st., Hartford

Name	Address
Jennie C. Lyman	
Mrs. Henry C. Talmage, Red Bank, N. J.	
Lottie M. Manross	
Mrs. James D. Kimball, Orange, Mass.	
Minnie E. Manwaring	
Mrs. James W. Cone, Waterbury, 70 North Willow st.	
Estella E. Potter Boston, Mass.	143 Newbury st.
Minnie L. Potter	
Mrs. James A. Holmes, Springfield, Mass., 47 Leyfred Terrace	
Ida Roos	died Jan. 19, 1894
Anna E. Strong	
Mrs. R. D. Andrews, Rochester, N. Y., 34 Manhattan st.	
Laura C. Tenney	
Mrs. George S. Wright, Friday Harbor, Wash.	
Ida A. Thompson	died 1885
Lilian B. Treat	Greenwich
Susan L. Whitcome	Brookfield Center
E. Theophilus Liefeld, U. S. Consulate	Freiburg, Baden, Ger.
Arthur W. Tuttle	Huntsburg, Ohio
Geo. S. Wright, M.D.	Friday Harbor, Wash.
	Granger Co.

January, 1882

Nellie C. Beard	
Mrs. A. E. Broga, Stockbridge, N. Y.	
Sara H. Brown	
Mrs. Frank J. Porter, New Britain, Lexington st.	
Clara B. Crampton	
Mrs. Richard Baldwin, Terryville	died 1902
Annie P. Duff	
Mrs. Arthur J. Tingle	died 1889
Ellen Gallup	
Mrs. Charles L. Bristol, New York, University Heights	
Florine A. Griswold	
Mrs. Henry I. Vibberts, Manchester, 50 Main st.	
*Mary F. Hall	East Meriden
S. Jennie Marsh	
Mrs. Jennie Marsh Whitcomb, Winchester Center	
*Eudora M. Mason	Waterbury
Mary E. Murray	Torrington
*Jessie M. Palmes	Moodus
*Lizzie A. Shears	Hampton, Va.
*Helen M. Webster	
Mrs. George O. Reed, Hill City, Pennington Co., So. Dakota	
Myra Williams	
Mrs. E. N. Benham, Montclair, N. J., 40 Park st.	
Edward G. Beardsley	Stepney Depot
*Augustus J. Leitzbach, M.D.	Vermilion, Ill.

* Not heard from.

June, 1882

Name	Address	
Helen H. Adams		
Mrs. Helen A. Miner,	Westerly, R. I., 23 Granite st.	
Sarah W. Bridge		
Mrs. Melville A. Stone,	Reading, Mass., 11 Lowell st.	
Emma F. Brown		
Mrs. O. Crosby Lane,	Coram, Suffolk Co., N. Y.	
Edith J. Chinery		
Mrs. Fred W. Smith,	Norwalk, 6 Cross st.	
Clara A. Deming		
Mrs. Allen J. Holcomb,	Simsbury	
Rosella A. Hopkins . . .	<i>Hartford</i>	204 Laurel st.
Estella E. Hotchkiss . . .	died 1889	
*Cornelia Judson . . .	<i>Matsuyama, Japan</i>	
H. Angelina Lobdell		
Mrs. William C. Mushet,	San Bernardino, Cal., 2614 North Griffin ave.	
Mary S. Mack	<i>New York</i>	601 West 132d st.
Cornelia B. McNall		
Mrs. F. C. Lee,	Ridgefield	
Mary R. Potter		
Mrs. Frank I. Angell,	Providence, R. I., 590 River ave.	
Josephine F. St. John . .	<i>East Hartford</i>	Box 268
Mary E. Seymour . . .	<i>Windsor Locks</i>	
*Fannie Stewart	<i>Bryn Mawr, Pa.</i>	
C. Abby Swan	<i>Philadelphia, Pa.</i>	1808 Spruce st.
Mary A. Tormay	<i>New Britain</i>	48 Clark st.
Mary E. Way	<i>Bristol</i>	R. F. D. No. 2
Hattie R. Woodward . .	<i>Hartford</i>	64 Oxford st.
Fred S. Leonard	<i>Jewett City</i>	
*Henry W. Patten	<i>Morgan Park, Ill.</i>	
Charles B. Sheldon . . .	<i>West Suffield</i>	
James B. Vail	died Aug. 22, 1902	

January, 1883

Ida J. Botsford		
Mrs. S. Mallet,	Sanford, Easton	
Ella F. Buxton		
Mrs. William N. Simons,	Norwalk, 191 Main st.	
Annie E. Conklin		
Mrs. Thomas A. Fair,	New York, 109 West 82d st.	
Grace A. Corey	<i>Bloomfield</i>	
*Rachel H. Fales	<i>Tacoma, Wash.</i>	507 South J st.
Mary A. Garland		
Mrs. Patrick J. O'Connor,	New Britain, 233 South Main st.	
M. Alina Hull		
Mrs. E. N. Baldwin,	Wallingford, 77 Whittlesey ave.	

* Not heard from.

Name	Address
Emma A. Hunt	
Mrs. Emma A. Hunt Ball, New York, 353 West 28th st.	
Annie H. Mather	
Mrs. Herbert Parriah, Pequabuck	
Bessie S. Moody	
Mrs. Elizabeth Moody Scott, Pequabuck	
Clara N. Parsons	
Mrs. George R. Shapleigh, Springfield, Mass., 21 Besse place.	
Minnie E. Perry	<i>San Diego, Cal.</i> 768 Tenth st.
Josephine Thurston . . .	<i>Norwich</i>
Hattie C. Wallace	
Mrs. Robert W. Isbell, 69 Hobart st., Meriden, 17 Boswell ave.	
Emma E. Wilcox	
Mrs. Alfred A. Stevens, Hartford, 226 Garden st.	
John B. Cannon	<i>West Suffield</i>

June, 1883

Grace L. Allen	
Mrs. J. M. Gallond, 615 North Main st., Waterbury	
Gertrude M. Bass	
Mrs. H. L. Putnam, Houlton, Me.	
Ida F. Benedict	
Mrs. F. H. Ayres, Kenton, Ohio	
Louise M. Bliss	<i>Springfield, Mass.</i> 49 Tenth st.
Kate A. Callahan	<i>Hartford</i> 86 Ann st.
Bertha M. Caswell	
Mrs. Fred E. Hovey, 23 Seyms st., Hartford	
Phebe E. Chapman	
Mrs. Byron S. Carrier, Highland Park	
Jessie M. Cone	
Mrs. Matthew C. Barr, Warehouse Point	
Mary E. Greenslit	
Mrs. H. H. Judd, Rising City, Butler Co., Neb.	
Mary B. Hull	
Mrs. Wm. W. Ross, Los Angeles, Cal., 826 Ida st.	
Nellie A. Keeler	
Mrs. M. Percy Reynolds, 12 Harmony st., Danbury	
Churilla E. Leete	<i>Clinton</i>
Minnie E. Moore	<i>Danbury</i> 108 Elm st.
Anna Murray	<i>West Winsted</i>
Lena M. Rettman	<i>Meriden</i> 24 Fourth st.
*Jennie B. Roberts	<i>Round Hill</i>
Lucy H. Savage	<i>East Northfield, Mass.</i> Moore Cottage
Clara I. Sherwood	
Mrs. David L. Coley, Jr., Box 77, Westport	
Florence A. Smith	<i>Rockville</i>
Alice F. Stillson	<i>Naugatuck</i> Box 347
Lizzie J. Stone,	<i>Pittsfield, Mass.</i> 70 Elizabeth st.

* Not heard from.

Name	Address
Anna C. Webster	
Mrs. S. J. Edgerton, Unionville	
Amasa S. Chapman . . .	<i>Surprise, Neb.</i>

January, 1884

Effie C. Bates . . .	<i>New Britain</i>	
Mary A. Booth		
Mrs. Edward F. Peck, Brooklyn, N. Y., 1246 Pacific st.		
Ida L. Daniels		
Mrs. J. C. Wells, 60 Benton st., Hartford		
Nella R. Granville		
Mrs. John C. O'Brien, Hartford, 27 Lafayette st.		
Elizabeth M. Hoffmann . . .	<i>New Britain</i>	Plainville Road
Mrs. Charles R. Stevens		
Maria Judson . . .	<i>Stratford</i>	Box 147
Lina A. Lewis		
Mrs. Frank S. Stow, Buffalo, N. Y., 361 Rhode Island st.		
Marion H. Nash . . .	<i>Ridgefield</i>	
Edwina M. Pratt . . .	died July, 1899	
Annie B. Roll		
Mrs. John W. Coleman, Hartford, 60 Wooster st.		
Ellen S. Satterlee		
Mrs. H. P. Leavenworth, Miles City, Custer Co., Montana		
Alice L. Sherlock		
Mrs. Bernard F. Gaffney, New Britain, 6 Franklin st.		
Edith G. Way		
Mrs. F. H. Wood, Waterbury, 20 Round Hill st.		
Alice M. Wingood		
Mrs. William Gordon Gould, New Haven, 95 Whalley ave.		

June, 1884

Alice L. Bunnell		
Mrs. Frank A. Stockwell, 1200 James ave., Saginaw, Mich.		
Belle M. Clark . . .	<i>Stamford</i>	Box 524
Mary A. Finley		
Mrs. James M. Burdick, New Britain, 125 Camp st.		
Mary E. Gardner		
Mrs. James L. Diets, Brooklyn, N. Y., 602 Bedford ave.		
Annie S. Johnston . . .	<i>Hartford</i>	216 Wethersfield ave.
Carrie C. Johnson		
Mrs. W. Edward Starr, Fond du Lac, Wisconsin		
Margaret Lockhart . . .	<i>Greenwich</i>	
Mary E. Miller . . .	<i>New York</i>	
	120 Broadway, care of Equitable Life Assurance Co.	
Emma A. Pardee . . .	<i>New Haven</i>	96 Wooster st.
Annie L. Rhaum		
Mrs. Joseph A. Oldroyd, Windsor		
Henrietta B. Ruggles . . .	<i>Shelton</i>	214 Prospect ave.

LIST OF GRADUATES

511

Name	Address
Lucy N. Smith	
Mrs. Howard E. Mead, Ridgefield	
Emma E. Snow	
Mrs. Emma Snow Blake, New Haven, 347 Sherman ave.	
Dora Watson . . .	died 1886
Gertrude L. Way	
Mrs. Dwight F. Burritt, Rockville, 12 Davis ave.	
M. Ella White	
Mrs. Wm. L. Woodruff, Waterbury, 41 Park ave.	

January, 1885

Hattie O. Emmons	
Mrs. Frank A. Hefflon, Deep River	
Esther D. Gill . . .	<i>Boscawen, N. H.</i>
Edith Goodyear	
Mrs. John Lincoln Alger, Johnson, Vt.	
L. Belle Gorton . . .	<i>Hartford</i> 785 Asylum ave.
Bertha L. Hoskins, M.D. .	<i>Brookline, Mass.</i> 380 Washington st.
Isabella Jamieson . . .	<i>Bridgeport</i> 866 North ave.
Annie B. Merrill	
Mrs. Fred R. Beach, Easton	
Gertrude M. Moore	
Mrs. John S. Pierce	died May, 1893
Abby M. Newton	
Mrs. Chester S. Main, North Stonington	
Sarah E. Stone . . .	<i>Wilson</i> Box 26
Elizabeth M. Ware	
Mrs. James A. Meggat, Kenton, Ohio	

June, 1885

Amanda Allen . . .	<i>Groton</i>
May L. Allen	
Mrs. Arthur A. Tyler, Meriden, Box 605	
Dominga I. Alvarez . . .	<i>Meriden</i> 201 Curtis st.
Millie Arms	
Mrs. Minnie Gibb, Bristol, 154 North Main st.	
Luella J. Baldwin . . .	<i>Brooklyn, N. Y.</i> 361 Madison st.
Mary A. Bradley	
Mrs. J. Walden Moore, Bridgeport, 799 Norman st.	
C. May Bunnell	
Mrs. Wallace A. Cook, Terryville	
Florence A. Cushman	
Mrs. David S. Strong, Middle Haddam	
Mary E. Dailey	
Mrs. Charles McGovern	died May 30, 1897
Alice Fletcher	
Mrs. William C. Johnson, Montclair, N. J., 101 Valley Road	
Anna S. Hart . . .	<i>New Haven</i> 38 Howe st.

Name	Address
Emma J. Jennings	
Mrs. Junius F. Smith, Brookfield	
Abbie S. Lee	died May 1, 1896
Nellie D. Monroe	
Mrs. Harris B. Humason, Vine st., New Britain	
Myrtie E. Murphy	
Mrs. Julius F. Mallory, Mystic, Box 128	
Anastatia O'Keefe . . .	Norwich 102 Boswell ave.
Mary Pittner	
Mrs. Charles Woolcott, Philadelphia, Pa., 1320 North Camac st.	
Mary E. Rile	Rowayton
Anna C. Roemer	
Mrs. O. William Burnham, Windsor	
Louise B. Rossberg	
Mrs. August Burckhardt, New Britain, 235 West Main st.	
Emma N. Schwab	
Mrs. Frederick J. Curnick, New York, 1855 Seventh ave.	
Mary B. Smith	
Mrs. William W. Welton, Bridgewater.	
Iva M. Stillson	
Mrs. William B. Thomson	died March 22, 1900
Minnie A. Thompson	
Mrs. S. J. Watson Milbank, So. Dakota	
Elizabeth Welton	
Mrs. William L. Lumpkin, Plymouth	

January, 1886

Barbara A. Anderson . .	Meriden	
Clara Behrish	Norwich	132 School st.
Alice E. Birge	New York	The Essex, Madison ave. & 56th st.
Carrie W. Bragaw		
Mrs. William P. Felt, New Britain, 39 Curtiss st.		
Emma M. Carroll . . .	Hartford	45 Crown st.
Minna K. Cohn		
Mrs. Edward E. Pember, 221 Collins st., Hartford		
Nellie L. Deming		
Mrs. Nellie Deming Benjamin, Norwich		
Minnie A. Fenton . . .		died Aug. 28, 1893
Elizabeth D. Flynn		
Mrs. William P. Wilson, Wallingford, 124 Center st.		
Annie L. Guilfoil . . .	Hartford	157 Capitol ave.
Annie I. Howe		died May 17, 1891
Edgar H. Lane	Rowayton	
Katherine J. Losty . .		died 1888
Lephe E. Sears		
Mrs. Harry T. Hale, Gildersleeve		
Lucy H. Sawyer		
Mrs. Edward W. Peet, New York, 348 Central Park West		

LIST OF GRADUATES

513

Name	Address	
Clara M. Vile . . .	New Britain	230 Arch st.
Mary J. Waters	Mrs. G. E. Kurth, Lawrence, Mass., 91 E. Haverhill st.	
Sadie M. Wheeler	Mrs. Harrison C. Hall, Philadelphia, 1914 Cherry st., care F. A. Davis Co.	
Fanny E. Wingood	Mrs. W. B. Martin, New York, 2621 Eighth ave.	

June, 1886

Alice E. Bingham	Mrs. Frederick S. Carrier, Naugatuck, 28 Carroll Court	
Lillie B. Burritt	Mrs. Edward J. Skinner, 80 No. Stanley st., New Britain	
Augusta L. Camp	Mrs. William R. Wagner, Newington Junction	
Jennie L. Carroll . . .	Wallingford	369 N. Main st.
Helena D. Cowles	Mrs. Marcus White, New Britain, 37 Bassett st.	
Annie G. Crowley	Mrs. Arthur C. Ellsworth, East Windsor	
Margaret G. Fahey . . .	Wallingford	49 Colony st.
Ivanor B. Ferris	Mrs. Fred L. Ballard . . .	died June 1, 1897
Nellie E. Finley	Mrs. Henry Fryer, Willimantic	
Theresa V. Guinan . . .		died 1892
Estelle M. Hart . . .	New Britain	129 Chestnut st.
Elizabeth M. Leete . . .	Philadelphia	4720 Windsor ave.
Edith A. LeVere	Mrs. J. R. Burghoff, Yalesville	
Ella S. Mack	Mrs. William Covil, Jr., Hazardville	
Mary P. Mahon		died 1892
Minnie G. Morse	Mrs. Frank M. Blakeslee, Torrington, 32 New Litchfield st.	
Katherine A. Perkins	Mrs. Wallace E. Dayton, Plymouth	
Mary R. Quigg	Mrs. Albert C. Butler, Seymour, Pearl st.	
Mary A. Randall . . .	Lebanon	
Nellie J. Rollins . . .	New Britain	33 Summer st.
N. Emma Slack . . .	New Bedford, Mass.	79 Fifth st.
Flora H. Stanton	Mrs. Loren E. Daboll, New London, 6 Channing st.	
Minnie L. Stührmann	Mrs. Matthias Mohr, Plantsville	
Edith W. Todd	Mrs. Hubert M. Sedgwick, New Haven, 62 Whalley ave.	

January, 1887

Name	Address
Janet E. Gray . . .	<i>South Manchester</i>
Helen F. Hoskins	
	Mrs. Lewis W. Thompson, Hartford, 138 Allen pl.
Ada E. Howe	
	Mrs. Roscoe A. Hutchinson, Brant Rock, Mass.
Hattie I. Parker	
	Mrs. William B. Hill . . . died 1901
Emma L. Phippeny . . .	<i>Torrington</i> 325 Prospect st.
Maria L. Robertson	
	Mrs. Samuel E. Dart, Manchester
Emeda Sage . . .	<i>Cromwell</i>
Cora J. Seaver . . .	<i>Hartford</i> 206 Laurel st.
Marian A. Sheldon . . .	<i>New Britain</i> , cor. Bassett & W. Ellis sts.
Mary S. Standish	
	Mrs. Charles Hart, Wethersfield
Adella F. Whitworth, . . .	<i>Springfield, Mass.</i> 105 Yale st.
Margaret A. Williams	
	Mrs. W. F. Griswold, Rocky Hill, Box 26
Carrie L. Williams	
	Mrs. J. A. Edmondson, 63 Center st., Waterbury
Annie F. Wolf	
	Mrs. Christian R. March, Hartford, 47 Williams st.
Walter E. Clark . . .	<i>Washington, D. C.</i> 1718 21st st. N.W.

KINDERGARTNERS

Winnie S. Evenden	
	Mrs. Chas. H. Maine, New Haven, 26 Howe st.
Mary S. Hine . . .	<i>New Haven</i> 152 Grove st.

June, 1887

Lizzie E. Abbott	
	Mrs. William T. Burritt, Waterbury, 20 Ridgewood st.
Bertha M. Adams	
	Mrs. Charles P. Backus, Danielson
Jennie Andrews	
	Mrs. Alfred Belknap, Bethel
Grace L. Bell . . .	<i>Concord, N. H.</i> 99 N. State st.
Bertha L. Brockway . . .	<i>Middletown</i> 74 Washington st
Bertha C. Brown . . .	<i>Medford, Mass.</i> 101 Magoun ave.
Flora E. Buckley . . .	<i>Meriden</i> 72 Curtis st.
Emma L. Cartwright	
	Mrs. L. C. Shepherd, Norfolk, Va., 454 Freemason st.
Jane E. Chadeayne	
	Mrs. Henry B. Bartlett, Berlin, W. 15, Germany
Ella M. Curtiss	
	Mrs. Fred A. Curtiss, Saybrook
Jane C. Covelle . . .	<i>Talcottville</i>

Name	Address
Henrietta C. Devon . . .	<i>Highland Park</i>
Kate L. Ellsworth	
Mrs. Lemuel Stoughton,	East Windsor Hill
M. Gertrude Fenn . . .	<i>New Britain</i>
Mary R. Francis	
Mrs. Luther W. Burt,	Hartford, 124 Collins st.
Caroline A. Gallup . . .	<i>Baltic</i>
Carrie C. Gladwin	
Mrs. Harry P. Fowler,	Hartford, 7 Brownell ave.
Sarah L. Griswold	
Mrs. George W. Best,	Wethersfield
Lizzie J. Hanna	
* Mrs. John B. Anderson,	Mount Vernon, N. Y.
Mary E. Hinchliffe . . .	<i>Colorado Springs, Col.</i> , 802 No. Tejon st.
Hattie L. Hubbell	
Mrs. Theodore E. Hoppen,	Derby, 22 Garden pl.
Lillie Kalkoff	
Mrs. Abram J. Ainley,	New York, 207 East 21st st.
Annie D. Kyle	<i>Bethel</i>
Ida A. Meagher	
Mrs. Harvey Dikeman,	Danbury
Alice C. Mahler	<i>Waterbury</i> 364 North Main st.
Sarah Minnie Mott . . .	<i>East Orange, N. J.</i> 53 Halsted st.
Harriet Munger	
Mrs. Clarkson H. Meigs,	Madison
Lucy J. Munson	<i>Brooklyn, N. Y.</i> 218 Grand ave.
Mary W. Nettleton . . .	<i>Hampton, Va.</i> Hampton Institute
Annette B. Richmond . .	<i>Shanghai, China</i> St. John's College
Ernestine W. Roemer . .	<i>Thompsonville</i>
Emily M. Sarvant	<i>New York</i> 8 Morningside Park
Carrie L. Seymour . . .	<i>Hartford</i> 229 New Britain ave.
Mary Louise Smith . . .	<i>Saugatuck</i>
Ethel Stocking	
Mrs. William F. Parsons,	St. Luke's Rectory, Troy, N. Y.
Julia E. Wadhams	<i>Torrington</i>
Jennie M. Waugh	<i>New Haven</i> 23 Gill st.
Mary I. Woodward	died Feb. 6, 1899
Walter S. Watson	<i>Whitewater, Wis.</i>

KINDERGARTNERS

Annie E. Conklin	
Mrs. Thomas Fair,	192 W. 79th st., New York city
L. Harriet Learned . . .	<i>New Britain</i> 118 Maple st.
Iva M. Stillson	
Mrs. William B. Thompson	died March 22, 1900
*Jennie B. Webb	<i>Washington, D. C.</i> 2408 K st.

* Not heard from.

January, 1888

Name	Address	
S. Emir Abernethy		
Mrs. Frank M. Smith, Willimantic, 7 Cottage Place		
Julia E. Bigelow		
Mrs. Joseph H. Fillow, West Norwalk		
Mary A. R. Dorsey . . .	died —	
Katharine E. Egan		
Mrs. Henry P. McCarthy, Naugatuck		
Emma W. Fish . . .	Bristol	
Katharine A. Haugh		
Mrs. Edwin T. Hook, Botsford		
Margaret J. Leary		
Mrs. John F. Dowling, Hartford, 1315 Main st.		
Mary H. McArdle . . .	Springfield, Mass.	22 Temple st.
Margaret C. McMahon . .	New Britain	317 Elm st.
Margaret A. Welch . . .	Providence, R. I.	
Fannie E. Wilcox		
Mrs. A. J. Brown, Jr., Forestville		

June, 1888

Bertha Allen		
Mrs. Samuel Marsh Seymour, Norwalk		
Mary E. Allen . . .	Brooklyn, N. Y.	80 Willoughby st.
Gertrude A. Andrews		
Mrs. William Judkins	died —	
Belle F. Backus . . .	Newark, N. J.	65 North 6th st.
Bertha L. Beardsley		
Mrs. E. A. Wilkinson, Shelton		
Lucy P. Carberry . . .	died Aug. 17, 1895	
Ruth W. Carroll . . .	East Hartford	
Julia E. Case		
Mrs. Louis K. Ellis, Meriden, Crown st.		
Jennie E. Chapin . . .	Willimantic	333 Prospect st.
Etta Helena Chase . . .	Rocky Hill	
Lucy E. Cobey . . .	Hartford	30 Imlay st.
Eleanor L. Fennelly . . .	Derby	188 Hawkins st.
Ida E. Fordham		
Mrs. Stephen W. Stearns, Essex, care T. P. Fordham, Box 332		
Charlotte L. Griswold . .	No. Cambridge, Mass.	5 Chester st.
Sarah M. Hill		
Mrs. Aaron L. Treadwell, Poughkeepsie, N. Y., 342 Mill st.		
Jessie L. Hubbell . . .	Bristol	
Julia S. Jenks . . .	Hartford	149 Wethersfield ave.
Kate E. Moriarty . . .	Yonkers, N. Y.	31 Prospect st.
Belle M. Parsons . . .	Hartford	242 Sigourney st.
Lulu J. Pease		
Mrs. George W. Gates, Windsor Locks		

Name	Address	
Adelaide R. Pender . . .	<i>Southington</i>	
Nellie R. Penfield		
Mrs. Warren W. Marshall, 15 No. Stanley st., New Britain		
Julia S. Savage . . .	<i>Ivoryton</i>	
Edith M. Sparks		
Mrs. George B. Grocock died 1893		
*Nettie Schroder . . .	<i>Mystic Bridge</i>	
Nellie T. Scranton . . .	<i>New Haven</i>	29 Court st.
Hattie M. Stone . . .	<i>Wethersfield</i>	
Ada M. Wakelee		
Mrs. Thomas S. Osborn died Apr. 8, 1900		
Leonora E. Walker		
Mrs. Geo. L. Bidwell, Hartford, Lock Box 256		
Jennie M. Whedon . . .	<i>Madison</i>	Box 94
Frederick A. Curtiss . . .	<i>Saybrook</i>	

KINDERGARTNERS

Laura B. Baldwin . . .	<i>Brooklyn, N. Y.</i>	361 Madison st.
Fannibelle Curtis . . .	<i>Brooklyn, N. Y.</i>	944 Marcy ave.
Mary L. Holcomb . . .	<i>Montclair, N. J.</i>	
Fannie L. Smith		
Mrs. Dwight L. Rogers, Beverly, Mass., 60 Lothrop st.		
Mrs. Minnie S. Somers . . .	<i>Minneapolis, Minn.</i>	319 4th ave. N. E.
May B. Upson . . .	died 1891	
Ida E. Viets		
Mrs. H. L. Paige died Dec. 30, 1900		

January, 1889

Laura C. Barnum		
Mrs. William P. Newton, South Kent		
Emma F. Brown		
Mrs. O. Crosby Lane, Calverton, Suffolk Co., N. Y.		
Lily C. Brown . . .	<i>New Britain</i>	519 Arch
Nellie M. Daniels		
Mrs. Charles E. Barto, Long Island City, N. Y., 238 Temple st.		
Mary A. Ensign . . .	<i>Arlington, N. J.</i>	
Emma R. Filer . . .	<i>Warehouse Point</i>	
Mary E. Goodrich . . .	<i>New Britain</i>	Emmons pl.
*Nettie E. Hall . . .	<i>Stafford Springs</i>	
Lucy S. Huntley		
Mrs. F. E. Banning, Hadlyme		
Annie M. Lounsbury		
Mrs. J. C. Tracy, Willimantic, 125 Summit st.		
Sadie C. Millard . . .	<i>Marrow</i>	
Lillie A. Mitchell		
Mrs. Winfield S. Armstrong, North Woodstock		

* Not heard from.

Name	Address	
Nellie A. Moriarity	Yonkers, N. Y.	66 Post st.
Mary K. Morse		
Mrs. Frederick B. Granniss,	Meriden, 143 Elm st.	
Margaret J. O'Dell		
Mrs. Joseph W. Batchelder,	Hartford, 15 Clinton st.	
Grace E. Russell		
Mrs. Mortimer C. Keeler,	Ridgefield, R. F. D. No. 47	
Julia A. Ulrich		
Mrs. Julia U. Barber,	Harwinton	
E. Rose Vinton		
Mrs. F. H. Avery,	Hartford, 194 Laurel st.	

June, 1889

*Edith L. Aldrich		
Mrs. William H. Fiske,	Brooklyn	
Elizabeth L. Allyn	New Britain	
Mary O. Beach		
Mrs. DeWitt C. French,	Waterbury, 62 Dikeman st.	
Alice G. Borst	New York	144 West 13th st.
Mary A. Bull		
Mrs. William C. Hart,	Winsted, 225 North Main st.	
Myrtie A. Button		
Mrs. Henry Beecher Brown,	Plainfield	
Edith R. Chidsey		
Mrs. Herbert A. Roberts,	Derby, Box 337	
Edith A. Church		
Mrs. C. B. Smith	died Apr. 9, 1892	
*Lila F. Clary	Denver, Col.	Wolfe Hall
Nellie A. Coddington		
Mrs. W. Franklin Sheldon,	Moosup	
Mary E. Coleman		
Mrs. John N. Welles,	Wethersfield	
M. Catharine Condell	Plainville	
Martha W. Christy	Yonkers, N. Y.	200 Warburton ave.
Charlotte V. Fitzpatrick	Ansonia	35 Myrtle ave.
Bessie H. Flynn		
Mrs. Bessie F. Bingham,	Woodstock	
Frances P. Gardner	Syracuse, N. Y.	426 So. Warren st.
Eliza S. Geer	Hartford	187 Jefferson st.
Elizabeth H. Griswold		
Mrs. Arthur E. Clark,	Middletown, 158 Church st.	
Nellie L. Griswold		
Mrs. William L. Flagg,	Pittsburg, Pa., 3 Oakland sq.	
Mrs. Eleanor Porter Hart	New Britain	Erwin Apartm'ts, Bassett st.
Olga C. Holland		
Mrs. George H. Pratt,	Waterbury, 18 Pine st.	
Sadie Hull	Norwalk	25 Belden ave.
Martha A. Jencks	West Somerville, Mass.	26 Electric ave.

* Not heard from.

Name	Address
Edna L. Kemp	
Mrs. Chas. G. Chittim, Easthampton, Mass.	
Amy L. Keeney	
Mrs. Amy Keeney Hadsell, Waterbury, Buck's Hill Road	
Jessie I. Kennicott . . .	<i>Mystic</i>
Ellen A. Kenny	
Mrs. Edward T. Purcell, Southington	
Clara M. Klinger . . .	<i>Hartford</i> 114 Hopkins st.
Bertha E. Landers . . .	<i>Meriden</i> Washington Place
Bertha G. Lane	
Mrs. Wm. Rice Smith, Meriden, Washington Heights	
Clara B. Lockwood . . .	<i>Atlantic City, N. J.</i>
Edwina B. Martin . . .	<i>Hartford</i> 187 Jefferson st.
Annie R. McDonnell . . .	<i>Hartford</i> 378 Windsor ave.
Aretta M. McVeagh	
Mrs. Samuel E. Harvey, Centerbrook	
Josie P. Maloney . . .	<i>Hartford</i> 1340 Broad st.
Mary L. Morrell	
Mrs. William B. Whitehead, 345 Summer st., Stamford	
Annie B. Mulligan	
Mrs. Edward P. Carroll, East Hartford, 17 Main	
Mary E. Newell . . .	<i>Meriden</i> 894 Broad st.
Lena A. Pasco . . .	<i>Rockville</i>
Annie C. Pistorious	
Mrs. J. Henry Kimmel, Yonkers, N. Y., 89 Linden st.	
Helen O. Prindle . . .	<i>Union City</i>
Alice M. Roche . . .	<i>New Haven</i> 52 Prince
M. Louise Rogers	
Mrs. Henry H. Chapman	
Mary C. Rexford	
Mrs. Edgar H. Bristol, Waterbury	
Carrie I. Simms . . .	<i>Windsor Locks</i>
Bertha F. Smith . . .	<i>San Francisco, Cal.</i> 323 First ave.
Emily Smith . . .	<i>Stamford</i> Stamford Hospital
Sarah B. Smith	
Mrs. Delbert Stevens, Coa Cob, R. F. D. No. 28	
Minnie M. Spaulding	
Mrs. Frederick R. Collin, Canaan	
Annie L. Steiger . . .	<i>Bridgeport</i> 58 Franklin st.
Lizzie I. Tolles . . .	<i>South Norwalk</i> 25 Fairfield ave.
Margaret J. Wheeler	
Mrs. John E. Martin, New Britain, 489 Main	
Jennie D. Wood . . .	<i>Meriden</i> 10 Queen st.
Frank A. Pulver . . .	<i>Torrington</i>

KINDERGARTNERS

*Hattie L. Allen . . . *Detroit, Mich.* 74 Adams ave. West

* Not heard from.

Name	Address	
Evelyn E. Atwood . . .	<i>Plainville</i>	
Winnibelle M. Clark . . .	<i>Hartford</i>	16 Florence st.
Carrie B. Copley		
Mrs. L. J. Rundlett, 38 Merrimac st., Concord, N. H.		
Lillian M. Cowles . . .	<i>New York</i>	208 W. 34th st.
Kate P. Safford . . .	<i>Hartford</i>	44 Capen st.

January, 1890

May J. Backus . . .	<i>Newark, N. J.</i>	65 North Sixth st.
Flora Beard . . .	<i>South Orange, N. J.</i>	30 Cottage st.
*Jennie F. Beers . . .	<i>Wallingford</i>	
Lillian M. Cody . . .	<i>Hartford</i>	95 Seymour st.
Julia H. Doyle . . .	<i>New Haven</i>	537 Howard ave.
Sarah H. Fahey . . .	<i>New Haven</i>	537 Howard ave.
Elizabeth M. Furey		
Mrs. J. J. McGrath, New Haven, Carmel st.		
Mary E. Harper . . .	<i>Melrose</i>	
Nellie T. Jacobs . . .	<i>Hartford</i>	6 Canton st.
Ellen L. Kinney		
Mrs. Willard L. Beard, Foochow, China		
Florence E. Latham		
Mrs. Charles A. L. Morgan, Middletown, Hunting Hill		
Hattie D. Miller . . .	<i>Bloomfield</i>	
Emily J. Parker . . .	<i>New Britain</i>	Normal School
Lucy B. Pratt . . .	<i>Waterbury</i>	St. Margaret's School
Anna E. Schaefer		
Mrs. Theophilus Nelson, Concord, N. H., St. Paul's School		
Lina H. Weed		
Mrs. Frank S. Preston, New Britain, 535 West Main st.		

June, 1890

Mary M. Adams . . .	<i>Danielson</i>	
*Mary E. Allen . . .	<i>Bridgeport</i>	
Edith M. Arnold . . .	<i>South Manchester</i>	
Clara Averill		
Mrs. William R. Hubbell died May 12, 1899		
Charlotte B. Bassett . . .	<i>New Britain</i>	42 Bassett st.
Augusta F. Bracken		
Mrs. Wm. T. O'Brien, New Britain, 128 Curtis st.		
Christina S. V. Bulkley		
Mrs. Charles H. Sisson, Ivoryton		
Maude A. Bunnell . . .	<i>Forestville</i>	
Anna B. Campbell		
Mrs. Edward B. Tomlinson, Hartland, Niagara Co., N. Y.		
Nellie E. Carroll . . .	<i>Waterbury</i>	40 Mattatuck st.

* Not heard from.

Name	Address
Kate I. Davenport	
Mrs. H. L. Knox, Norwich, 16 Sturtevant ave.	
C. Gertrude Davis . . .	<i>Yonkers, N. Y.</i> 96 Buena Vista ave.
Grace E. Dowd . . .	<i>Litchfield</i>
Jennie R. Dowling . . .	<i>Middletown</i> Box 686
Annie S. Felt	
Mrs. William Parker, New Britain, 47 Curtis st.	
Ellen A. Forbes	
Mrs. Charles B. Sanford, Bristol	
Edith C. Foster	
Mrs. Oscar A. Phelps, Hartford, 232 Sigourney st.	
Jessie C. Gilmore	
Mrs. Levi Rodgers, Port Chester, N. Y., R. F. D.	
Maude L. Gridley	
Mrs. A. Everett Peterson, Willimantic, 324 Valley st.	
Harriet B. Hawley . . .	<i>Hartford</i> 4 Brown st.
*Eva A. Hickox . . .	<i>Boston, Mass.</i> 1 Hanson st.
Nellie M. Hogan . . .	<i>Hartford</i> 55 Morris st.
F. May Huntley . . .	<i>Stamford</i> 54 Division st.
Emily J. Lange	
Mrs. Allen W. Brown, Hartford, 155 Seymour st.	
Nettie C. Leeson . . .	<i>Darien</i>
Minnie I. Leppens . . .	<i>Windsor</i>
Mary E. Longdon	
Mrs. Dennis Maroney	died May, 1895
Fannie E. Mills	
Mrs. Olin D. Farrow, New Boston	
Helen B. Morehouse . . .	<i>Darien</i>
Josephine W. Nelson	
Mrs. Edward R. French, Elizabeth, N. J., 1156 East Broad st.	
Rosilla R. Newton . . .	<i>Hartford</i> 127 Oak st.
Lottie I. Norton . . .	<i>Guilford</i>
Mary L. Parmelee	
Mrs. Mary P. Harrison, Meriden	
Jennie M. Peck . . .	<i>East Haddam</i>
Annie E. Rowden	
Mrs. Henry A. Chapman, Wallingford, 71 Curtis ave.	
Annie Russell	
Mrs. R. Wm. Hampson, Waterbury, 43 Hillside ave.	
*Catherine C. Ryan . . .	<i>Bristol</i>
Leah G. Sanford . . .	<i>Torrington</i>
*Katherine Seery . . .	<i>Waterbury</i> 61 Mattatuck st.
Nellie M. Small . . .	<i>Putnam</i>
Minnie H. I. Smith . . .	<i>West Haven</i>
*Grace W. Stanley . . .	<i>South Coventry</i>
Ella F. Stannard	
Mrs. George M. Dunn, New York, 718 East 136th st.	

* Not heard from.

Name	Address	
Ida L. Story . . .	<i>New Haven</i>	8 Pine st
Rebecca L. Tate		
Mrs. Geo. R. Bond, Plantsville		
Lizzie M. Thompson		
Mrs. Benjamin F. Pinney, Ellington		
Mary V. Vivian . . .	<i>Shelton</i>	
Lillian M. Watrous		
Mrs. James Butcher, Bridgeport, 1992 Main st.		
Olive M. Wellington		
Mrs. Walter W. Merrill, Bristol, 93 Judd st.		
Marion E. Wilcox		
Mrs. William M. Newton, South Royalton, Vt.		
Nellie M. Wilcox		
Mrs. Richard C. Warner, Beacon Falls		
Herbert N. Loomis . . .	<i>New Haven</i>	18 Ward st.

KINDERGARTNERS

Jennie M. Banks		
Mrs. Edward J. Taylor, Southport		
Florence J. Pierce, . . .	<i>New Britain</i>	139 Arch st.
Elizabeth Rockwell		
Mrs. I. D. Russell, New Britain, Grove Hill		
[Leah L. von Wettberg		
Mrs. Wolcott W. Ellsworth, Johnstown, N. Y.		

January, 1891

Grace M. Allen		
Mrs. Albert R. Strickland, Buckingham		
M. Jessie Barber . . .	<i>Hartford</i>	888 New Britain ave.
Minnie M. Bell . . .	<i>East Norwalk</i>	48 Cove st.
E. Ine Brown . . .	<i>Wallingford</i>	29 Wall st.
Charlotte P. Bryan		
Mrs. Frank R. Stevens, Rowayton		
Nellie M. Cashman		
Mrs. Wm. F. Tiernan, New Haven, 45 Frank st.		
Sara H. Dyson . . .		died Aug. 3, 1899
Jennie A. Ericsson		
Mrs. George R. Faucett, Stamford, 150 Grove st.		
Mary E. Foster . . .	<i>Meriden</i>	252 Curtis st.
Mary C. Gorman . . .	<i>New Britain</i>	111 Burritt st.
Kate E. Guilfoil . . .	<i>Hartford</i>	157 Capitol ave.
Mary E. Guinan . . .	<i>Hartford</i>	16 Sherman st.
Eda L. Hall . . .	<i>New Canaan</i>	Box 495
Mary C. Holbrook		
Mrs. Benj. P. Sands, Auburndale, Mass., 113 Grove st.		
Lena P. Joyce		
Mrs. Albert Crabtree, Manville, R. I.		
Catharine Keller . . .		died October, 1891

Name	Address
Jessie H. Lyon	
Mrs. Alfred Jelliffe, Brooklyn, N. Y.	
May E. Minor	<i>Bristol</i> 31 Maple st.
Agnes D. Parsons . . .	<i>New Britain</i> 46 Camp st.
Margaret L. Rising	
Mrs. Lemuel R. Griffin, Granby	
A. Louise Scofield	
Mrs. Geo. P. Metzger, Stamford, 15 Relay pl.	
Jessie Simonson, . . .	<i>North Adams, Mass.</i>
Minnie Stern	
Mrs. Felix Lyon, Hartford, 49 Annawan st.	
Annie M. Utley	
Mrs. Albert Woehuert, Buffalo, N. Y., 155 Allen st.	
Effie G. Walker	<i>Clinton, Mass.</i> 290 Chestnut

June, 1891

Alvaretta P. Abbott . . .	<i>Milford</i>	
Bertha J. Bannell		
Mrs. Frank C. Squires, North Haven, Box 63		
S. Louise Brannan . . .	<i>Bristol</i>	
Anna E. Ericson . . .		died February, 1898
F. Ione Gard	<i>St. Louis, Mo.</i>	1814 Washington ave.
Leonora S. Hanna . . .	<i>South Manchester</i>	
Stella E. Hayes		
Mrs. Henry H. Keyes, Hampsted		
Alice D. Holmes	<i>Youngstown, Ohio</i>	575 Bryson st.
Mary A. Long,	<i>Hartford</i>	19 Sherman st.
May J. Mainwaring . . .	<i>Brooklyn, N. Y.</i>	2 Spencer place
Rose A. Maloy	<i>Hartford</i>	36 Annawan st.
Joseph E. Marvin	<i>Cambridge, Mass.</i>	Harvard University, 1653 Cambridge st.
Sarah B. Miller	<i>Middlefield</i>	
Sarah I. Miller	<i>Stamford</i>	282 Summer st.
Lena M. Munson		
Mrs. Raymond E. Platts, Eldred, McKean Co., Penn.		
Margaret F. Pinney . . .	<i>Terryville</i>	
Mary B. Quigg	<i>Hasbrouck Heights, N. J.</i>	
M. Grace Smith	<i>Springfield, Mass.</i>	83 Thompson st.
Harriet V. Strong . . .	<i>Meriden</i>	79 Crown st.
Jennie D. Strong	<i>Manchester</i>	
A. Rosella Tucker		
Mrs. Bennett H. Hibbard, 153 Arch st., New Britain		
Clara M. Washburn . . .	<i>New Britain</i>	40 South High st.
Ella A. Washburn . . .	<i>Hartford</i>	35 Clark st.
Emma E. Winslow . . .	<i>Hartford</i>	20 Niles st.
Alice A. Woolsey	<i>Plymouth</i>	

KINDERGARTNERS

Name	Address	
M. Josephine Barry . . .	<i>Northampton, Mass.</i>	69 High st.
Fanny P. Brown . . .	<i>Washington</i>	
Maud L. Brown		
Mrs. Edward K. Curtiss, Oshkosh, Wis., State Normal School		
Isabella G. Burnham . . .	<i>Winsted</i>	Station B
Kate L. Butler . . .	<i>Newtonville, Mass.</i>	39 Bowers st.
Kate W. Hutchinson		
Mrs. William A. Arnold, Willimantic, 812 Main st.		
Georgianna Minor . . .	<i>South Manchester</i>	
Emily H. Viets . . .	<i>Detroit, Mich.</i>	88 Park st.
Annie B. Wilson . . .	<i>Hartford</i>	56 Willard st.

March, 1892

Alice J. Ahern . . .	<i>Hartford</i>	355 Albany ave.
Anna Bennett . . .	<i>Salisbury</i>	
Cora M. Bennett . . .	<i>Shelton</i>	Box 721
Margaret E. Bowe . . .	<i>Butte, Mont.</i>	522 West Mercury st.
Nora E. Clancy . . .	<i>Scitico</i>	
E. Abbe Clark . . .	<i>Westfield, Mass.</i>	15 So. Broad st.
Minnie L. Clark . . .	<i>Montclair, N. J.</i>	92 Midland ave.
Margaret I. Claven . . .	<i>Norwalk</i>	
M. Addie Francis		
Mrs. Joseph W. Camp, Newington Junction		
Ada H. Golding . . .	<i>Norwalk</i>	164 East ave.
Mary E. Greene . . .	<i>Brookline, Mass.</i>	Lincoln School
Edith M. Gridley . . .	<i>New Haven</i>	559 Howard ave.
Anna Hadley . . .	<i>Ansonia</i>	Public Library
Maude M. Hill		
Mrs. Alfred P. Wheeler, Meriden, 70 Cottage st.		
Grace M. Ingalls		
Mrs. Jay C. Edwards, Chicago, Ill., 2574 Vincennes ave.		
Lillian C. Johnson		
Mrs. Merton W. Bassett, Hartford, 16 Mahl ave.		
Louise H. Kinsman . . .	<i>Hartford</i>	18 Woodbine st.
Mary A. Riley . . .	<i>Hartford</i>	8 Imlay st.
*Elizabeth O. Selleck		
Mrs. John J. McEwen, New York		
Matilda A. Small . . .	<i>Bedford, Mass.</i>	7 Marshall st.
Minnie J. Smith . . .	<i>Hartford</i>	7 Avon st.
Frances M. Thompson		
Mrs. Ernest J. Hoskins, Hartford, 33 Allen place		
Emily H. Wells . . .	<i>Brookline, Mass.</i>	

* Not heard from.

June, 1892

Name	Address	
Carrie S. Allen . . .	<i>Hartford</i>	1150 Main st.
Maude S. Ambler		
Mrs. Frederick M. Smith, Bridgeport, 943 Noble ave.		
Helen F. Andrews . . .	<i>Waterbury</i>	St. Margaret's School
Ella L. Barker . . .	<i>New Britain</i>	223 South Stanley st.
Delia M. Bidwell . . .	<i>Bloomfield</i>	
Jessie R. Bishop . . .	<i>Cheshire</i>	
Minnie B. Corbin		
Mrs. James T. Powell, New Britain, 6 Lake court.		
Laura J. Cuzner . . .	<i>Glastonbury</i>	
M. Anna Dalzell . . .	<i>Hartford</i>	80 Pearl st.
Jessie K. Denison . . .	<i>New Hartford</i>	400 Windsor ave.
Frances E. Dutting . . .	<i>Winsted</i>	
Edith Fairchild		
Mrs. George E. Houghton, Roxbury, Mass., 30 Copeland st.		
Bessie M. Fenn		
Mrs. Louis B. Pike, Hartford, 870 Broad st.		
Helma C. Fernquist . . .	<i>Hartford</i>	62 Webster st.
Elizabeth I. Flynn . . .	<i>West Norfolk</i>	
Agnes Forsman		
Mrs. Frederick Walker, New Britain, 80 Winthrop st.		
Emma L. Francis		
Mrs. Jedediah Deming, Newington		
Margaret C. Fuller		
Mrs. Edward P. Sharp, Lincoln, Neb., 532 North 27th st.		
Grace A. Gerard . . .	<i>New Britain</i>	Black Rock
Elizabeth F. Gilligan		
Mrs. Robert A. Barnett, Suffield		
Minerva M. Gillum		
Mrs. Leo Davis, So. Norwalk, 15 Rowan st.		
Jeannette E. Gould		
Mrs. Chas. G. Clark, St. Gabriel's Rectory, Hollis, L. I., N. Y.		
S. Pearl Hamm		
Mrs. U. G. Warren, Lake Mahopac, N. Y.		
Etta B. Hatheway . . .	<i>West Hartford</i>	
Grace M. Hawley . . .	<i>Winsted</i>	74 Walnut st.
Georgietta Hooker . . .	<i>Springfield, Mass.</i>	31 Palmer ave.
M. Emma Jennings . . .	<i>Fairfield</i>	R. F. D. No. 10
Mary I. Judd		
Mrs. Marcus M. Gavitt, Williamstown, Mass.		
Annie M. Kennedy		
"In religion" Sister Mary Basil, Mt. St. Joseph's Seminary, Hartford,		
		246 Farmington ave.
Julia R. Lanphier . . .	<i>Branford</i>	
Edith E. Little		
Mrs. Edward C. Parmelee, New Haven, 73 Kimberly ave.		
Martha E. Mason		
Mrs. Edward T. Ward, Meriden, 175 Converse ave.		

Name	Address	
Julia A. Monahan . . .	<i>Southington</i>	
Orrie E. Nettleton . . .	<i>Bristol</i>	54 Summer st.
Mary S. Nichols . . .	<i>Helena, Mont.</i>	
Alice K. Nolan . . .	<i>Stamford</i>	176 Pacific st.
Helen K. Packard		
Mrs. Chester Kelton, Springfield, Mass., 43 Princeton st.		
A. Mabel Parkhurst		
Mrs. Alfred Spurdie died March 6, 1902		
Clara A. Pausch . . .	<i>Hartford</i>	69 Sargeant st.
Ethelene Porter		
Mrs. Thomas G. Barnes, New York		
Charlotte Sophia Prochnow	<i>Portchester, N. Y.</i>	238 Westchester ave.
Alida J. Robotham . . .		died April, 1894
Margaret Russell . . .	<i>Salem, Ohio</i>	
Josephine H. Schwab . .	<i>Hartford</i>	24 Charter Oak place
Annie M. Steele		
Mrs. Dennison L. Talcott, Torrington, 108 Field st.		
Minnie I. Stinson		
Mrs. Edward P. Eveleth, Windsor Locks		
Anna P. Towner . . .		died Sept., 1899
Millie L. Turner		
Mrs. George M. Selleck, Greenwich, 15 Grigg st.		
Ida M. Tuttle		
Mrs. James Walter Young, Richmond, Va., 1000 West ave.		
Minna Wilkinson . . .	<i>South Manchester</i>	
Winnifred A. Wood . . .	<i>Waterbury</i>	Box 785

KINDERGARTNERS

Mary C. Bowers . . .	<i>Boston, Mass.</i>	4 St. Botolph st.
Frances E. Cheney . . .	<i>Springfield, Mass.</i>	8 Ringgold st.
Sarah E. Cook . . .	<i>Dorchester, Mass.</i>	14 Fenelon st.
Bertha S. Dates		
Mrs. George B. Smith, Madras, India		
Annie W. Hatch . . .	<i>Montclair, N. J.</i>	85 Elm st.
Alice S. Hawkins . . .	<i>Hartford</i>	46 Madison st.
Mertie J. Hopkins		
Mrs. Edward M. Law, Gloucester, Mass.		
Myrta E. Kemp		
Mrs. Frank Perry, Denver, Col., 1559 Franklin st.		
Eva L. Marshall		
Mrs. Charles M. Bugbee, Springfield, Mass., 124 Catharine st.		
Georgia M. Moseley . . .	<i>Hartford</i>	426 Asylum st.
M. Elizabeth Scudder . .	<i>New Haven</i>	559 Howard ave.
Bertha L. Sheldon . . .	<i>New Britain</i>	36 South High st.
Bessie H. Smith . . .	<i>Montclair, N. J.</i>	Forest st.
Mary E. Stull		
Mrs. W. J. MacIntyre, Provincetown, Mass.		

Name	Address	
Ida R. Thrall . . .	<i>Hartford</i>	63 Church st.
Elizabeth W. Welles . . .	<i>New Britain</i>	79 Prospect st.
Clara G. Wessel . . .	<i>Montclair, N. J.</i>	63 Park st.

June, 1893

Margery Abell . . .	<i>Easthampton</i>	
Ida B. Allworth . . .	died Dec. 23, 1898	
Isabella J. Armstrong . . .	<i>Guilford</i>	
Lauretta H. Babcock . . .	<i>Branford</i>	
Lucretia J. Barber . . .	<i>Springfield, Mass.</i>	60 Sherman st.
Emma F. Bartliff . . .	<i>Hartford</i>	461 Franklin ave.
Ida L. Beach . . .	<i>Montclair, N. J.</i>	42 Park st.
Ellen H. Bicknell . . .	<i>Honolulu, Hawaii, Sandwich Islands</i>	
Mary Josephine Blake . . .	<i>Hartford</i>	1432 Broad st.
Bertha N. Bowers . . .	<i>New Britain</i>	Maple st.
Anna A. Bubser . . .	<i>Hartford</i>	172 Putnam st.
Harriet E. Burnham . . .	<i>Hartford</i>	149 Windsor ave.
Sarah G. Campbell . . .	<i>Westport</i>	
Rose A. Cummings . . .	<i>Hartford</i>	21 Sumner st.
*Marie A. Dagnall		
Mrs. Kellogg S. Hale, West Somerville, Mass., 390A Highland ave.		
Clara M. Dakin		
Mrs. James F. Orton, Philadelphia, Pa., 1110 North 40th st.		
Alice G. Dunham		
Mrs. Edmund Lorenzen, Irvington-on-Hudson, N. Y., Box 1		
Clara A. Dunsing . . .	<i>West Haven</i>	164 Park st., Box 35
Margaret A. Egan . . .	<i>Hartford</i>	2 Francis ave.
Grace E. Fox . . .		
Mrs. Howard E. Bidwell, East Hartford		
Anna B. Gallup . . .	<i>Brooklyn, N. Y.</i>	185 Brooklyn ave.
Christine F. Glen . . .	<i>Hartford</i>	56 Seymour st.
Sarah L. Griffin . . .	died March, 1900	
Leonora A. Griswold		
Mrs. Charles E. Smith, Chester		
Mary A. Havens . . .	<i>Meriden</i>	263 Hanover st.
Margaret T. Helion . . .	<i>Hartford</i>	55 Main st.
Fannie A. Holcomb . . .	died April, 1893	
Loretta P. Hollister		
Mrs. John McMenemy, Manchester		
Florence E. Husted . . .	<i>Stamford</i>	
Jeannette B. Hunter . . .	<i>Thompsonville</i>	
Georgiana Hutchinson		
Mrs. Joseph R. Taylor, South Norwalk, 23 Fairfield ave.		
Amanda Langdon		
Mrs. G. A. Soule, Hartford, 204 Church st.		

* Not heard from.

Name	Address
Maude I. Leigh	
Mrs. Maude Leigh Atkins, Bristol, 89 South st.	
Bertha L. Miller	
Mrs. George A. Brewer, Hartford, 105 Park st.	
Grace E. Miller	Middlefield
Agnes M. Miskill	Thompsonville
*Nancy M. Mitchelson	
Mrs. John H. Jinks, Brooklyn, N. Y., 764 De Kalb ave.	
Rose A. Moriarty	New Haven 116 Lloyd st.
Katherine T. Murphy	Stamford 130 Richmond Hill ave.
Mary F. Noonan	Hartford 37 Elm st.
Minnie A. Pistorius	
Mrs. Arthur A. Parrett, Meriden, 30 Windsor ave.	
Caroline A. Ryan	Meriden 52 Cook ave.
Marie V. Ryan	
Mrs. William J. Neary, Naugatuck	
Josephine M. Sheldrick	
Mrs. Geo. F. Estwick, New York city, Bainbridge ave. and 201st st.	
Leila M. Smart	Hartford 24 Sisson ave.
Beatrice S. Smith	
Mrs. Joseph W. Thomas, Winsted, 60 High st.	
Ellen C. Smith	West Haven 236 First ave.
Ida L. Stewart	
Mrs. William H. Rutledge, New Canaan	
Clara M. Stillman	Rocky Hill
Lillian M. Swan	East Haddam
Frances M. Tatem	Hartford 8 Bellevue st.
Myrtila P. Taylor	Westport
Cornelia B. Thompson	Amherst, Mass.
Bessie E. Thrall	died 1893
Kate T. Trowbridge	
Mrs. Ernest Smith, Talcottville, Box 3	
Mary E. Tuite	Hartford 199 Ashley st.
Amy Van Keuren	
Mrs. Earl E. Baxter, Colebrook River	
Lucy B. Wadhams	Torrington 65 Forest st.
Elsie M. Warner	Bethany
Mabel P. Warner	
Mrs. Samuel A. Herman, Winsted	
C. Rosalie Westerman	North Stamford R. F. D. No. 30
Mary A. Wood	Waterbury 289 Hillside ave., Box 75

KINDERGARTNERS

Laura E. Bedell	
Mrs. Chas. E. Rogers	died Oct. 1897
Delia G. Begley	New Britain 420 Main st.

* Not heard from.

Name	Address	
Charlotte A. Butler . . .	<i>Hartford</i>	821 Asylum st.
Emma J. Cooley		
Mrs. Edgar B. Holcomb, Granville, Mass.		
Mary I. Dodd		
Mrs. Walter C. Weston, Newark, N. J., 15 Grant st.		
Lucy W. Dunlap		
Mrs. Louis H. Stanley, Hartford, 1506 Broad st.		
Mary C. Frink	<i>New Britain</i>	
Edythe S. Gates		
Mrs. Stiles D. Lawrence, Hartford		
Florence M. Gladden		
Mrs. Henry Townsend, Bristol		
Cassie L. Gold	<i>Fall River, Mass.</i>	371 Prospect st.
Sadie M. Hance		
Mrs. Franklin E. Bassett, New Britain, Bassett st.		
Mary E. Harper	<i>Melrose</i>	
Bessie N. Leonard . . .	<i>Northampton, Mass.</i>	Clarke Sch. for Deaf
Minnie E. Meehan . . .	<i>New Britain</i>	89 Grove st.
Mary E. Musson	<i>New Haven</i>	91 Lyon st.
Grace S. Newton		
Mrs. David Angus, New York, 13 West 102d st.		
Elizabeth S. Parker . .	<i>Capiz, Capiz Province, Panay, Phil. Is.</i>	
Annah T. L. Parsons . .	<i>New Britain</i>	46 Camp st.
Grace L. Peck		
Mrs. James S. Miner, Newtown		
Estelle I. Pierpont . . .	<i>New Britain</i>	129 Camp st.
Alice A. Schermerhorn		
Mrs. Gurdon Merrill, Riverside, Cal.		
Grace C. Spencer	<i>Hartford</i>	98 Church st.
May L. Steele	<i>New Haven</i>	66 Gilbert ave.
Lucy B. Stone	<i>Norwich</i>	38 North Warren st.
Julie E. Youngs	<i>Detroit, Mich.</i>	559 Cass ave.

June, 1894

DeWitt C. Allen	<i>Guinan, Samar, P. I.</i>	
Nellie M. Barber		
Mrs. Henry E. Raymond, Norwich		
Lucy E. Birdsey	<i>East Meriden</i>	
Rosa E. Birtles	<i>New Britain</i>	Terrace Cottage
Margaret A. Bluntach . .	<i>Hartford</i>	52 Capitol ave.
Katherine L. Boyle . . .	<i>West Haven</i>	
Julia E. Buell	<i>West Hartford</i>	
Adelia F. Bull	<i>Ivoryton</i>	
Elizabeth A. Carmody . .	<i>Hartford</i>	86 Franklin ave.
*Nellie J. Casey	<i>Manchester</i>	

* Not heard from.

Name	Address	
Josephine A. Clifford		
Mrs. John M. Curtin, New Britain, 2 Winter st.		
Emma L. Cone (married)	Hartford	56 Willard st.
Grace M. Cope . . .	Thompsonville	
Amy N. Cottle . . .	Waterbury	
Nellie G. Dagnall . .	Portland	
Bridget C. Devitt . .	New Britain	135 Lafayette st.
Mary A. J. Gaffney . .	New Britain	
Mary B. Gauthier		
Mrs. Asaph Hall, Norfolk		
Ella B. Gay . . .	Meriden	60 Linsley ave.
Antonie D. Graeber . .	Meriden	31 Hobart st.
Catherine R. Griswold .	Westfield, Mass.	25 Harrison ave.
Mabel A. Guernsey . .	Brooklyn, N. Y.	93 Lafayette ave.
Alice M. Guttman		
Mrs. Victor M. Oppen, New York, 235 West 139th st.		
Mary A. Honan . . .	Glenville	
Fannie E. Husted . . .	Torrington	212 South Main st.
Grace M. Jennings		
Mrs. H. Arthur Taft, Washington, D. C., 628 Ninth st., N. E.		
Rose A. Kearney . . .	Meriden	21 Klock st.
Josephine F. Kelly . .	Branford	
Harriet E. Kershaw		
Mrs. Oliver Russell Barlow, Waterbury, 11 Second ave.		
Florence F. Kinney . .	Dedham, Mass.	58 School st.
Grace E. Lake . . .	Newtown	R. F. D. No. 16
Maud E. Latham		
Mrs. Harry A. Pellett, Readville, Mass., 12 Stark ave.		
Ellen A. Leahy . . .	Ansonia	Mill st.
Mabel E. Lester . . .	Silver Lane	
Jennie V. Mallette . .	died 1896	
Mary L. Marshall		
Mrs. W. F. Ottarson, New York, 174 West 97th st.		
Margaret J. Martin . .	Bridgeport	433 Warren st.
Margaret G. McCarthy .	New Britain	11 Gilbert st.
Annie E. McNulty		
Mrs. Edward A. Sexton, Providence, R. I.		
Cora E. Meyers . . .	Springfield, Mass.	44 Dresden ave.
Grace L. Nettleton . .	Stockbridge, Mass.	
Mabel A. Nichols		
(married)	Naugatuck	
Eva L. Noble . . .	Rockville	101 Union st.
Jessy I. Parker		
Mrs. Jessy Parker Reed, Melrose, Mass., 330 Grove st.		
Jenny E. Purrington . .	Pequabuck	
Katherine G. Raymond .	Washington, D. C.	1123 13th st.
May E. Robbins . . .	Rocky Hill	

Name	Address
Della I. Sheridan	
Mrs. William W. Burke,	Bennington, Vt., 106 Willow st.
Elizabeth E. Sinnott . .	<i>Hartford</i> 30 Harbison ave.
Marion G. Smith . . .	<i>Hartford</i> 33 Madison ave.
Wenna L. Smith . . .	<i>Hartford</i> 439 Capitol ave.
Annie A. St. John . . .	<i>Whitinsville, Mass.</i>
Jane A. Terry	<i>Stamford</i> 39 Taylor st.
Eliza Angeline Treloar	<i>Danbury</i> 40 Elm st.
Anna M. Trumbull	
Mrs. Leon Woodward,	Hartford, 49 King st.
Hattie F. Warner	
Mrs. Robert L. Beebe,	Wethersfield
Kate P. Wheelock . . .	<i>Hartford</i> 236 Sigourney st.
Lina D. Wilcox	
Mrs. Chas. W. Lee,	New Britain, 85 South Burritt st.
Ada L. Wildes	
Mrs. T. Frank Bridgewater,	West Haven, 90 Richards ave.
Mary E. Wooding	
Mrs. Wm. H. Franckum,	Hartford, 59 Belden st.

KINDERGARTNERS

Melvina C. Baldwin	
Mrs. Frederick C. Norton,	Bristol
Edna L. Brown	<i>Wallingford</i> 29 Wall st.
Martha B. Chapin . . .	<i>Springfield, Mass.</i> 100 Euclid ave.
Julia E. Grosvenor . . .	<i>Philadelphia, Pa.</i> Cresheim Hall, Mt. Airy
Edith C. Hammond . . .	<i>Torrington</i>
G. Lillian Hammond . .	
Mrs. Herbert F. Sherwood,	East Orange, N. J., 72 North Maple ave.
Bessie F. Lobdell . . .	<i>Bristol</i>
Leila A. Maltby	<i>Wallingford</i>
Eva L. McConkey	<i>North Adams, Mass.</i>
Caroline E. Meacham . .	<i>Holyoke, Mass.</i> 24 Howard st.
Cornelia A. Morris . . .	<i>Hartford</i> 52 Washington st.
Estelle Newberry . . .	died——
Gertrude W. Schoellkopf	
Mrs. C. Edmund Magill,	Tidioute, Pa.
Jane Walkley	<i>East Boston, Mass.</i> 80 White st.

June, 1895

Bertha L. Bancroft . . .	<i>New Britain</i> 87 Pleasant st.
Albert Boardman	<i>Poquonock</i> Box 103
Julia Brown Banks . . .	<i>Fairfield</i> R. F. D. No. 9
Stella W. Carroll	<i>Worcester, Mass.</i> 765 Main st.
Lucy E. Chapman	<i>Old Mystic</i>

Name	Address	
Anna May Clark . . .	<i>Brookfield, Vt.</i>	
Elizabeth A. Condren . . .	<i>Hartford</i>	56 Dean st.
Ruth S. Crampton . . .	<i>Madison</i>	
Miriam B. Curtiss . . .	<i>Bristol</i>	R. F. D. No. 1
Margaret M. Devitt . . .	"In religion"	
Helen C. Doolittle . . .	<i>New Haven</i>	45 Edgewood ave.
Lucy Downton . . .	<i>Thompsonville</i>	P. O. Box 515
Alice T. Farley . . .	<i>Derby</i>	159 Hawkins st.
Helen C. Foley . . .	<i>Hartford</i>	33 Lafayette st.
Bessie M. Gallup . . .	<i>Hartford</i>	80 Blue Hills ave.
Jessie D. Griswold . . .	<i>Rocky Hill</i>	
Anne Marie Hansen . . .	<i>Hartford</i>	71 Ward st.
Bertha May Hills . . .	<i>Hillstown</i>	
Janet S. Huntting . . .	<i>Hartford</i>	19 Townley st.
Frances S. Hyde . . .	<i>New Haven</i>	35 Whalley ave.
Winnifred K. Kenney . . .	<i>Hartford</i>	48 Sumner st.
Rosamond A. Kenny . . .	<i>Mt. Carmel</i>	
Caroline L. Lawton . . .	<i>West Cheshire</i>	
Almira Lewis		
Mrs. Franklin K. Daniels, Hartford, 145 Ashley st.		
Mary A. Maloy . . .	<i>Hartford</i>	36 Annawan st.
Anna L. Manley . . .	<i>Danbury</i>	90 Town Hill ave.
Catherine E. McCann . . .	<i>Saugatuck</i>	
Nora J. McEvoy . . .	<i>Hartford</i>	147 Maple ave.
Bessie E. Miller . . .	<i>Stamford</i>	56 Summer st.
Anna J. Murnane . . .	<i>Collinsville</i>	
Charlotte F. Myers . . .	<i>Wallingford</i>	
Nettie B. Price		
Mrs. Henry W. Bacon, Wethersfield		
Eva M. Prindle . . .	<i>Wethersfield</i>	
May Estelle Rigby		
Mrs. Wm. Vialle, Medford, Mass., Terrace Road		
Sara E. Scofield		
Mrs. Harry E. Smith, New Britain, 280 Arch st.		
Florence M. Smith		
Mrs. John Sheern, Hazardville		
Ellen Steele . . .	<i>Winsted</i>	127 Holabird ave.
Mabel M. Storrs . . .	<i>Hartford</i>	32 Congress st.
Kathryn M. Tracy		
Mrs. Edward J. Sheehy, New Britain, 61 Clark st.		
Clara B. Trowbridge . . .	<i>Glenbrook</i>	
Elma M. Tyler . . .	<i>Deep River</i>	
Sara M. Vine . . .	<i>West Ansonia</i>	217 Wakelee ave.
Katharine Welles . . .	<i>New York</i>	417 West 118th st.
Harriet F. Wells . . .	<i>New Britain</i>	East st.
Edna E. Wilson . . .	<i>Norwalk</i>	3 Elm st.

Name	Address
Louise Woodbury . .	<i>Springdale</i>
Elizabeth M. Woodworth	
Mrs. George E. Hamlin, Willimantic, 153 Church st.	

KINDERGARTNERS

Anna J. Aherne . . .	<i>Hartford</i>	192 Farmington ave.
Grace H. Bowers . .	<i>New London</i>	72 Hempstead st.
Gertrude L. Dustan .	<i>Hartford</i>	9 Park Terrace
H. Viola Glazier . .	<i>Hartford</i>	91 Windsor ave.
Mrs. Alfred L. Searle, Hartford, 91 Windsor ave.		
Alice Griswold . . .	<i>Branford</i>	Box 185
Irene O. Griswold . .	<i>New Haven</i>	76 Edwards st.
Myra G. Hills		
Mrs. Wm. Augustus Wolcott, Hartford, 165 Sigourney st.		
Grace R. Holley		
Mrs. Rufus G. Cleveland, Bristol, 155 Prospect st.		
Effie May Hollingworth .	<i>Hartford</i>	211 Sargeant st.
Elizabeth M. McManus .	<i>Hartford</i>	255 Jefferson st.
Rosa E. Miller . . .	<i>Terryville</i>	
Mabel C. Moore . . .	<i>Hartford</i>	Box 814
Florence M. Prince . .	<i>Brooklyn, N. Y.</i>	944 Marcy ave.
Catherine B. Robbins .	<i>Waterbury</i>	23 Arch st.
Inez J. Smith . . .	<i>Hartford</i>	232 Vine st.
Hortense Stidham		
Mrs. Mortimer D. Stanley, New Britain, 71 Pearl st.		
Edith Vail	<i>Auburn, Mass.</i>	
Sara A. Whalen . . .	<i>Glenbrook</i>	
Katharine E. White		
Mrs. Katherine W. Evers, Glenbrook		
Ella Margaret Williams .	<i>Hartford</i>	25 Huntington st.
Henrietta E. Woods . .	<i>Hartford</i>	19 Grand st.
Claribel Young		
Mrs. Clarence R. Root, New Britain, 16 Pine st.		

June, 1896

Mabel E. Avery		
Mrs. Geo. I. Watson, Windsor		
Sarah A. Barwald		
Mrs. Arthur A. Hermann, New Haven, 93 Prince st.		
Ida L. Bidwell . . .	<i>Middletown</i>	So. Farms
Bessie I. Bigelow . .	<i>Springfield, Mass.</i>	142 Washington st.
Jennie Borland		
Mrs. Edwin C. Calderwood, Springfield, Mass., 366 North Main st.		
Myrtie L. Botelle . .	<i>Norfolk</i>	Box 43
Harriet E. Brown . .	<i>Springfield, Mass.</i>	43 Seventh st.
Isabella C. Cornelius .	<i>Oneida, Wis.</i>	

Name	Address	
Lottie A. Crowell . . .	Stratford	
Rose E. Day . . .	Middletown	Industrial School
Kathryn E. Decker . . .	Wethersfield	
Minie R. Donaldson . . .	Springfield, Mass.	953 State st.
Jennie Dunbar . . .	New Britain	54 Fairview st.
Minnie A. Ferriss . . .	died January, 1901	
Mary A. Finnigan . . .	New Britain	348 Elm st.
Margaret V. Gallagher . . .	Farmington	
V. Edith Gillette . . .	Upper Montclair, N. J.	Lock Box 6
Minna Hellman . . .	Hartford	502 Windsor ave.
Elizabeth H. Hogan . . .	Bloomfield	
Ida G. Holcomb		
Mrs. Charles Wells Eddy, Thomaston		
Ella Huntting . . .	Hartford	19 Townley st.
Euphemia D. Inglis . . .	Montclair, N. J.	
Emma A. Johnson		
Mrs. J. Albert Smith, Winsted, 48 Center st.		
Charlotte L. Kelsey		
Mrs. Wm. Howard Bristol, Almont, Lapeer Co., Mich.		
Ann J. F. Kennedy . . .	Hartford	10 Wyllys st.
Mary E. Lacy . . .	Hartford	58 Hawthorn st.
Ada D. Littlefield . . .	Winterport, Me.	
Adelaide A. Moore . . .	Hartford	Box 814
Ellen A. Moriarty . . .	Hartford	9 Gray st.
Bridget T. Mulcahy . . .	Hartford	27 Alden st.
Julia A. Mulcahy . . .	Winsted	Station A
Agnes G. Murphy . . .	Middletown	622 High st.
Katherine A. O'Brien . . .	Brooklyn, N. Y.	214 Penn st.
Grace E. Pendleton . . .	Brookline, Mass.	48 Kent st.
E. Maude Purinton . . .	Hartford	187 New Britain ave.
Elizabeth F. Rose . . .	Taftville	
Martha I. Shaw . . .	New Bedford, Mass.	
Emil C. Smith . . .	New Britain	
Sadie C. Stevens		
Mrs. Chas. N. Field, Waterbury		
E. Katherine Stoughton . . .	Hartford	Box 969
Anna S. Tobin . . .	Naugatuck	44 Central ave.
Mabel E. Tyler . . .	Bloomfield	(Cottage Grove)
Harriet B. Wakelee . . .	Wethersfield	
Ida A. Young		
Mrs. George T. Finch, Thompsonville		

KINDERGARTNERS

M. Elizabeth Balch . . .	
Mrs. Allen Winchester Jackson, Cambridge, Mass., 1004 Mass. ave.	
Ella J. Beckley . . .	New Britain

Name	Address	
Alice J. Blake . . .	New Britain	499 Albany ave.
Ursula H. Brainard . .	Suffield	
Florence L. Davis		
Mrs. Otis G. Beale, Dorchester, Mass., 134 Kilton st.		
Viola A. N. Doolittle . .	West Hartford	
Amalie Feibel . . .		
Mrs. George E. Green, Kensington		
*Jennie M. Frazier . . .	Hartford	115 Collins st.
Lucy A. Hazen . . .	Hartford	288 Sigourney st.
Mary F. Hibbard		
Mrs. Leroy M. Beeman, New York, 215 West 100th st.		
S. Maude Richard . . .	Willimantic	115 Prospect st.

June, 1897

Henrietta M. Abetz . . .	Unionville	
Margaret G. Ahern . . .	Stamford	42 River st.
Jennie V. Bacon . . .	Wethersfield	
Grace M. Barbour		
Mrs. Samuel B. Bassett, Hartford, 65 Sargeant st.		
Helen M. Barchfield . . .	Hartford	48 Bond st.
Agnes C. Barnum		
Mrs. Jas. A. Hurn, North Egremont, Mass.		
Grace A. Bradley . . .	Hartford	30 Capen st.
Edna R. Buell . . .	Marlborough	
Julia A. Bunnell . . .	Wallingford	East Main st.
Frances A. Butler . . .	Newark, N. J.	254 Mt. Pleasant ave.
Katherine R. Cashman . .	Kensington	
Gertrude L. Chapin		
Mrs. Russell F. Clark, Washington Depot		
Isabel S. Clark . . .	Windsor	
Susanne R. Cobey . . .	Beckley	Box 100
Helen T. Cody . . .	Hartford	95 Seymour st.
Mary F. Connor . . .	Norwich	
Grace A. Cooke . . .	Thomaston	
Catharine P. Cope . . .	Thompsonville	
Lena L. Day . . .	Middletown	64 Church st.
Clarissa DeBank . . .	Ansonia	41 Jackson st.
Mary I. Ellis . . .	Hartford	52 Capitol ave.
Jane C. Flynn . . .	Hartford	422 Washington st.
Alice P. Foote . . .	Hartford	68 Church st.
Laura E. Gay . . .	Lime Rock	
Alice I. Gilchreest . . .	New Britain	54 Bassett st.
Jessie M. Gray . . .	New Britain	95 West Ellis st.
Annie H. Henderson . . .	Bridgeport	Box 204

* Not heard from.

Name	Address
Calla C. Hickox	
Mrs. Clifford R. Burr, Hartford, 326 Wethersfield ave.	
Mary E. Lane . . .	Meriden 51 Home ave.
Florence B. Maher . . .	Thompsonville
Nellie A. Manion	
Mrs. John P. MacLaughlin, Windsor Locks, Box 258	
Susette S. Marsden . . .	Meriden Box 287, Station A
Margaret J. Meehan . . .	New Britain 89 Grove st.
Adelaide M. Miskill . . .	Broad Brook
Anna C. Murnane . . .	Middletown
Celia S. Nettleton . . .	Calhoun, Lowndes Co., Ala.
Mary D. Riley . . .	Yonkers, N. Y.
Edith L. Risley . . .	New Britain 45 Grand st.
Elsie A. Rood	
Mrs. Norman B. Chapin, Torrington, 42 Prospect st.	
Emma R. Rowley . . .	Windsorville
Mary C. Ryan . . .	Hartford 102 Hudson st.
Emily E. Sadd . . .	Thompsonville
Frances G. Simonds . . .	died February 13, 1900
Floy E. Stannard . . .	Bristol 131 Riverside ave.
Daisy B. Sutcliffe . . .	Port Chester, N. Y.
Edith Tetlow . . .	Naugatuck 138 Cliff st.
Isabel M. Tompkins . . .	Hastings-on-Hudson, N. Y.
Dorothy Toohy . . .	Manchester
Sarah A. Townson . . .	New Britain Lake st.
Carrie A. Webb . . .	Waterbury 259 Grove st.
Jennie R. Wheeler . . .	New Britain 102 Maple st.
Jennie M. Whitney . . .	Southington
Jessie A. Wiley . . .	Norwich

KINDERGARTNERS

Florence A. Camp . . .	New Britain	37 Franklin square
(Mrs.) Nellie T. Carrington . . .	Ansonia	102 Howard ave.
Lizzie W. Howe . . .		
Mary J. Hubbell		
Mrs. Hervey W. Wheeler, Newtown		
Grace M. Hyatt . . .	South Norwalk	35 North Main st.
Edith M. McDonald . . .	Mystic	
Erma M. Miller . . .	New Britain	
Alice L. Moore . . .	Hartford	17 Vernon st.
Mary E. Myers . . .	Torrington	
*Mabel Owen . . .	Bridgeport	

* Not heard from.

Name	Address
Georgia M. Witherell	
Mrs. Georgia W. Woodward,	Hartford

June, 1898

Mary F. Anderson . . .	Hartford	21 Union st.
Lavinia B. Black . . .	Hartford	89 Lincoln st.
Harriet F. Black . . .	Hartford	89 Lincoln st.
Effie D. Blackwell . . .	died April 5, 1900	
Nellie S. Brock . . .	New Haven	158 Rosette st.
Lottie M. Champlin . . .	Hartford	51 Seymour st.
Sophie D. Clark . . .		

Mrs. James M. Stocking, Peace Dale, R. I.

Edna J. Cobb . . .	East Orange, N. J.	73 South Grove st.
Edith M. Deming . . .	New Britain	95 Camp st.
Ruth M. Doolittle . . .	Springfield, Mass.	U. S. armory
Alice S. Ford		

Mrs. Charles H. Vibert, Meriden, 66 Goodwill ave.

Margaret R. Calvin . . .	died February 12, 1899	
Mary A. Gilshenan . . .	Middletown	Rapello ave.
Alice Maude Gray		

Mrs. Richard G. Rich, South Manchester

Katherine A. Hackett . . .	Bristol	190 South st.
Georgia B. Hamilton . . .	Thomaston	
Edna M. Harris . . .	Shelton	
Jessie M. Herring . . .	Sayville, N. Y.	Box 16
Margaret Jacobi . . .	Winsted	Station B
Sallie M. Johnson . . .	Winsted	Station B
Rachel E. Joyner . . .	Enfield	
Emma P. A. June		

Mrs. Chas. C. Wilbur, Lafayette, R. I.

Nellie E. Kahrman . . .	Chester	
Loretta M. Kane . . .	Bristol	
Nora R. Kiniry . . .	New Britain	273 Elm st.
Mary E. Kinlock . . .	New Britain	164 Chestnut st.
Annie I. Laurie . . .	Hartford	18 Elmer st.
Mabel E. Laurie . . .	Hartford	18 Elmer st.
Mary K. Lawler . . .	Middletown	
Elizabeth Z. Leghorn . . .	New Britain	32 Beaver st.
May A. Lynch . . .	Meriden	139 Olive st.
Anna J. McGill . . .	New Britain	13 Summer st.
Edena L. Marsh . . .	Hartford	105 Clark st.
Susie M. Martin . . .	Thomaston	

Elizabeth McGovern

Mrs. Bartley McGovern Glengealin, Dowra, Co. Cavan, Ireland

Alice E. Murray . . .	South Manchester
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Name	Address	
Elsie L. Ney . . .	<i>Hartford</i>	96 Windsor ave.
Josephine S. Nicholas . .	<i>Ridgefield</i>	Box 209
Minnie A. Nihill		
Mrs. Edward P. Brennan, Naugatuck		
Rebecca E. Norton		
Mrs. Edgar B. Newbury, Harwinton		
Anna A. Quinn . . .	<i>Hartford</i>	died August 30, 1899
Bertha T. Robbins		
(married)	<i>Wethersfield</i>	
Daisy P. Seymour . . .	<i>Hartford</i>	17 Florence st.
Emma L. Sheldon . . .	<i>Enfield</i>	
Margaretha Sporer . . .	<i>Hartford</i>	382 Park st.
Alice Steele . . .	<i>Torrington</i>	245 Migeon ave.
Elisa M. Steitz . . .	<i>Meriden</i>	10 Howe st.
N. Maude Steves . . .	<i>Bristol</i>	
Georgie B. Viets . . .	<i>East Granby</i>	
Florence C. Welles . . .	<i>Wethersfield</i>	
Susie J. Wheeler . . .	<i>Union City</i>	
Margaret M. White . . .	<i>Hartford</i>	1151 Broad st.
Katharine H. Wilcox . .	<i>New London</i>	died July 10, 1900

KINDERGARTNERS

Annie L. Bassette . . .	<i>New Britain</i>	12 Kensington st.
Phebe M. Beard . . .	<i>South Framingham, Mass.</i>	6 Linden st.
Grace Chamberlain		
Mrs. Frank G. Vibberts, New Britain, 238 West Main st.		
Susan I. Granniss . . .	<i>Plainville</i>	
Anna B. Griswold . . .	<i>Willimantic</i>	333 Prospect st.
Grace A. Higgins . . .	<i>Hartford</i>	217 Beacon st.
Lottie E. Hunt . . .	<i>Springfield, Mass.</i>	26 Maple Dell
Mabel M. Johnson . . .	<i>Hartford</i>	58 Church st.
Elizabeth R. Johnson . .	<i>Middletown</i>	159 Broad st.
Frances P. Redd		
Mrs. J. B. McKee, Memphis, Tenn.		
Mary M. Rodman . . .	<i>Waterbury</i>	died December, 1899
May L. Southmayd . . .	<i>Middletown</i>	Route 1
Elizabeth L. Squier . . .	<i>New Britain</i>	54 South High st.
Katherine H. Taft . . .	<i>Worcester, Mass.</i>	4 Franconia st.
Helen D. Thorpe . . .	<i>Bristol</i>	2 Main st.
Esther I. Whittlesey . .	<i>Hartford</i>	11 Avon st.

June, 1899

Mabel H. Adams . . .	<i>Wethersfield</i>	
Mabel U. Bailey . . .	<i>West Haven</i>	21 George st.
Atala P. Bielby . . .	<i>Middletown</i>	145 Lincoln place

Name	Address	
Katharine E. Brady . . .	Meriden	Paddock ave.
Eva M. Buffington . . .	Hartford	173 Seymour st.
Elizabeth J. Burke . . .	Terryville	Box 123
Grace L. Camp . . .	New Britain	457 West Main st.
Grace L. Clapp . . .	Windsor Locks	Box 24
Mabel Clary . . .	New Britain	72 Maple st.
Blanche A. Comstock . .	Middletown	Box 17 A
Cora S. Comstock . . .	East Northfield, Mass.	Marquand Hall
Claudia E. Ehbets . . .	Hartford	14 Vernon st.
Mary A. Fagan . . .	New Britain	81 Broad st.
Charlotte Fichtner . . .	Hartford	11 Kibbe st.
Minnie W. Fitzgerald		
Mrs. John E. Downes, Wallingford, 146 North Orchard st.		
Florence Foote . . .	Bridgeport	472 Park place
Ida M. Griswold . . .	Wethersfield	Box 25
Louise J. Guinan . . .	Hartford	22 Wilson st.
Agnes C. Gustafson . .	Unionville	
A. Louise Hastings . . .	Meriden	66 Griswold st.
Minerva Howe . . .	Colchester	
Eleanor B. Hoyt . . .	Montclair, N. J.	11 Lexington ave.
Margaret E. Huane . . .	Bristol	27 Henry st.
Grace May Johnson . . .	East Orange, N. J.	
Edith Lines . . .	Middletown	80 Union st.
Alice E. Locke . . .	Waterbury	11 Ludlow st.
Alice M. McIntire . . .	Springfield, Mass.	38 Hall st.
Maude A. Miller . . .	Montclair, N. J.	21 North Fullerton ave.
Ellen A. Murnane . . .	Portland	Box 7
M. Jane Newcomb . . .	Glastonbury	
Mary I. O'Brien . . .	Hartford	10 Cedar st.
Delia A. O'Donnell . . .	Terryville	Box 65
Julia M. Olcott		
Mrs. Robert Clinton Pease, Bristol, 20 Elm st.		
Kathryn C. G. O'Neil . .	Hartford	7 East st.
Julia A. Pouleur . . .	Windsor	Box 168
Edith H. Rosenthal . . .	Hartford	49 Annawan st.
Mary A. G. Shanahan . .	Waterbury	52 Lafayette st.
Nellie C. Smith . . .	Hartford	196 High st.
Alice T. Starr . . .	Middletown	(South Farms)
Mary B. Stevens . . .	Hockanum	
Ellsworth H. Strong . . .	Meriden	Box 1252
Mabelle W. Sullivan . . .	Scitico	Box 61
Mary A. Taylor . . .	South Manchester	Box 220
Cora L. Thorpe . . .	Unionville	
Anna M. Toohy . . .	died March 6, 1902	

Name	Address
Emma G. Walker	
Mrs. Henry W. Lawrence, New Britain	
Louisa E. Weberbauer . .	Meriden 16 South 3d st.
Rena B. Williams . . .	Silver Lane
A. May Witherell . . .	Holyoke, Mass. cor. Howard and Hamden sts.
Frances L. Wood . . .	Meriden 10 Queen st.
Mabelle P. Wood . . .	Waterbury 68 Highland ave.

KINDERGARTNERS

Lorraine S. Brown	
Mrs. David Calhoun, Hartford, 16 Columbia st.	
Florence E. Calhoun	
Mrs. Charles F. Frue, Detroit, Mich., 50 Warren ave.	
Katrina Christiansen . .	New Britain 170 Chestnut st.
Mary Clark . . .	Waterbury 42 Cooke st.
Valina W. Daskam . . .	New Britain 49 Cedar st.
Elizabeth C. Dickenson .	Hartford 6 Bond st.
Florence L. Fisher . . .	Hartford 197 Collins st.
Anna F. Flynn . . .	Hartford 96 Hudson st.
Mary E. Foster . . .	New Britain 20 Pear st.
Fidelia M. McKinney . .	Hartford 116 Retreat ave.
Lora A. Mix . . .	Stamford 31 Pleasant st.
Mary Pelton . . .	Hartford 1025 Asylum ave.
Clara M. Pierce (married)	Hartford 30 Huntington st.
May L. Pierce	
Mrs. F. E. Bolster, Sheffield, Mass.	
Mabel L. Thomas	
Mrs. Irwin W. Sanford, Lakeville	
Gertrude H. Ware . . .	Hartford 714 Asylum ave.

June, 1900

Mary A. Beardsley . . .	Hartford 90 Edwards st.
Sarah E. Beattie . . .	Springfield, Mass.
Catherine M. Benham . .	Hartford 72 Chestnut st.
Mildred F. Bodurtha . .	New Britain 525 Church st.
Maud F. Bowman . . .	Hartford 3 Farmington ave.
Anna Brooks . . .	New York city 714 Third ave.
Margaret S. Brown . . .	Thompsonville Box 41
Harriette H. Burd . . .	South Norwalk 3 Crescent terrace
Marion L. Butterfield . .	Erving, Mass.
Sara B. Carroll . . .	Winsted 94 Williams ave.
Florence A. Cowles . . .	Buckland
Emma M. Crouse . . .	Saybrook
Jennie E. Culhane . . .	Waterbury 120 North Elm st.

Name	Address	
Elizabeth M. Curran .	<i>South Farms</i>	Middletown
Margaret Donovan .	<i>Uncasville</i>	
Mary T. Dutting .	<i>New Haven</i>	280 Lloyd st.
Minnie O. Engel .	<i>Hartford</i>	6 Pavilion st.
Nellie E. Fish .	<i>Newington Junction</i>	
Teresa I. Fitzgerald .	<i>Portland</i>	
Elizabeth G. Flaherty .	<i>Naugatuck</i>	88 Walnut st.
Lena B. Francis		
Mrs. Charles R. Osborn, Newington		
Mabel R. Frey .	<i>New Britain</i>	16 Prospect st.
Olive A. Fuller .	<i>Colchester</i>	
Nellie A. Calvin .	<i>Waterbury</i>	281 Baldwin st.
Clara M. Glazier .	<i>Hartford</i>	3 Sumner st.
Loretta M. Henebry .	<i>Waterbury</i>	28 Gilbert st.
Stella V. Houghmaster .	<i>Hartford</i>	12 Clinton st.
E. Anna Kalich .	<i>Middletown</i>	Box 17 A
Rose E. King .	<i>Suffield</i>	
Mary E. Lawton .	<i>Middletown</i>	146 Broad st.
Sara G. McDonald .	<i>Waterbury</i>	92 Wolcott st.
Roberta E. Moore .	<i>New Britain</i>	149 Main st.
Katharine Moriarty .	<i>Hartford</i>	9 Gray st.
Bertha F. Myers .	<i>New Britain</i>	20 Hawkins st.
Alice M. O'Connor .	<i>Waterbury</i>	169 South Elm st.
Laura J. Pollard .	<i>Winnipauk</i>	
Clara L. Ramsdell .	<i>Middletown</i>	50 Ferry st.
Sarah J. Rawson .	<i>Winsted</i>	18 Henry st.
Grace C. Reynolds .	<i>Meriden</i>	110 Arch st.
Anna Richardson .	<i>South Norwalk</i>	Box 357
Mabel S. Rockwell .	<i>Newington</i>	
Louise G. Ryan .		died April 20, 1902
Mabelle L. Scott .	<i>Plainville</i>	
Lillian E. Selby .	<i>Simsbury</i>	
Harriett L. Seng .	<i>Waterbury</i>	85 East Farm st.
Florence S. Shailer .	<i>Centerbrook</i>	
Edith A. Sherwood .	<i>Hartford</i>	182 Bellevue st.
May E. Sloan .	<i>Hartford</i>	61 Woodbine st.
Grace H. Stowe .	<i>New Britain</i>	9 Camp st.
Mabel C. Street .	<i>Portland</i>	
Mabel D. Thompson .	<i>Waterbury</i>	Box 877
Ada L. Tracy .	<i>Wethersfield</i>	
Mary V. Tuohey .	<i>Manchester</i>	
Musa Warner .	<i>Terryville</i>	
Rebekah B. Wheeler .	<i>Elmwood</i>	
Ella L. Wright .	<i>Terryville</i>	
Emma L. Yost .	<i>Hartford</i>	Hartford West Middle School

KINDERGARTNERS

Name	Address	
Amy S. Barber . . .	Hartford	888 New Britain ave.
Alice P. Clark . . .	New Haven	429 George st.
Grace H. Dayton . . .	Stamford	27 Broad st.
M. Estelle Dodd . . .	East Orange, N. J.	94 Dodd st.
Georgia C. Fancher		
Mrs. George Eno, Simsbury		
Christine Hollister . . .	Manchester	
Catherine M. Jones . . .	New Hartford	
Sarah P. Judson . . .	Bristol	
Kate McMahon . . .	Meriden	270 Colony st.
Lela M. Miller		
Mrs. Floyd J. Tillapaugh, East Hartland		
Kathryn R. Richards . . .	Hartford	15 Townley st.
Helen B. Rist . . .	died January 3, 1903	
Elise A. Roberts . . .	Hartford	31 Townley st.
Susie L. Scofield . . .	Lakeville	
M. Clara Sternberg . . .	West Hartford	Box 163
Grace I. Toms . . .	New York	140 West 71st st.
Jennie E. Wessel . . .	New Britain	39 Maple st.

June, 1901

Agnes K. Babcock . . .	Hartford	466 Washington st.
Florence P. Beale . . .	Berlin	Box 206
Mary L. Bishop . . .	Cheshire	
Sophie J. Bradin . . .	Hartford	6 Park terrace
Harriet B. Bramley . . .	Elmwood	
Ella A. Brown . . .	Talcottville	
Etta L. Browne . . .	Washington	
Elizabeth A. Byrne . . .	Waterbury	Box 836
Mary E. Cady . . .	Hartford	23 Babcock st.
Alice L. Carpenter . . .	Berlin	Box 28
Florence J. Champion . . .	Little Haddam	
Alice M. Clark . . .	Bristol	R. F. D. No. 2
Elizabeth M. Clark . . .	New Britain	25 Crown st.
Elizabeth Cleasby . . .	Springfield, Mass.	59 Sherman st.
Anna P. Clow . . .	Bristol	218 Main st.
C. Esther Cramer . . .	Plainville	
Mary T. Cross . . .	West Haven	
A. Gertrude Defendorf . . .	Bloomfield, N. J.	64 Washington ave.
Ella M. Doherty . . .	Waterbury	141 Cherry st.
Anna Z. Donovan . . .	Hartford	9 Hungerford st.
Nellie C. Dwyer . . .	Hartford	34 Cedar st.
Alice M. English . . .	New Britain	235 Lincoln st.

Name	Address	
Josephine F. Fitzgerald	Meriden	123 Lindsley ave.
Mary M. Gaylord	Windsor Locks	
Magdelene C. Graeber	Meriden	31 Hobart st.
Edith E. Granger	Winsted	240 Gilbert ave.
Susan L. Griggs	Middlebury	
Sadie C. Hackett	Wapping	
Eleanor M. Hagarty	Meriden	10 Breckenridge ave.
Lena A. Hutchinson	Winnipauk	
Evelyn Irving	Newtonville, Mass.	600 California st.
Maude I. Johnson	Middletown	Industrial School
Clara C. Jones	Bloomfield, N. J.	31 Elm st.
Mary Joyce	South Manchester	Lock Box 815
Margaret M. Keenan	Waterbury	21 Welton st.
Gail Kingsley	Hartford	81 Williams st.
Anna E. Lawson	Hartford	876 Broad st.
Maude M. LeBourveau	Bristol	
Louise Lohman	West Haven	618 Campbell ave.
Ellen L. Low	Lakeville	
Lillie J. McLoughlin	Meriden	21 South ave.
Mary T. McNamara	Bristol	28 Pearl st.
Lola S. Meeker	South Norwalk	30 Cedar st.
Zeita S. Miskill	Rockville	4 Cliff st.
Mary F. Moran	New London	9½ Huntington st.
Florence M. Morrison	Thompsonville	
Catherine C. Morrissey	Gaylordsville	
Mabel G. Mossman	Meriden	101 Hobart st.
Harriet E. Noble	Hartford	300 Wethersfield ave.
Catherine M. O'Gorman	West Haven	
Agnes J. Patterson	New Canaan	
Daisy J. Quill	Wallingford	
Minnie L. Ransom	Winsted	60 Hinsdale ave.
Eva H. Raymond	Middletown	72 Cross st.
Gertrude E. Scully	died May 20, 1901	
Ethel E. Shaw	Youngstown, Ohio	110 Madison ave.
Caroline Silliman	New Canaan	
Huldah F. Smith	Mashapaug	
Lottie M. Smith	New Britain	75 Curtiss st.
Agnes E. Toohy	Manchester	
Grace M. Watrous	Middletown	102 Church st.
Helen L. Webb	Waterbury	259 Grove st.
Susan M. Weed	Stamford	
Georgiana Welles	Brookline, Mass.	16 Emerson st.
Adelaide P. Wells	New Britain	Box 1024
Anna M. Whalen	Wallingford	186 North Elm st.
Bertha A. White	Portland	

Name	Address
Edith White . . .	Wilton
Minnie A. Wilson . . .	Springfield, Mass. 203 High st.

KINDERGARTNERS

Maude E. Arnold . . .	New Haven
Edith M. Barber . . .	Manchester
Annie S. Bradin . . .	Hartford 6 Park terrace
A. Gertrude Britton . . .	Hartford 120 Governor st.
G. Vivian Brown . . .	East Hampton
Grace M. Burr . . .	Worcester, Mass.
Minnie D. Burrell . . .	New Haven 220 Conner st.
Harriet A. Comstock . . .	Essex
Elsie L. Deming . . .	Farmington
Nina L. Eggleston . . .	New Haven 731 Elm st.
Lula E. Fuller . . .	Worcester, Mass. 670 Main st.
Agnes C. Middlemas . . .	New Britain 25 South High st.
Helen S. Thoms . . .	Bronx, N. Y. city 2653 Decatur ave.
Eleonore F. Ulmer . . .	New Britain 25 Grand st.

June, 1902

Fannie B. Allen . . .	Danbury
Annie M. Allison . . .	Middletown 27 Bacon ave.
Olive Anderson . . .	South Manchester
Florence E. Atwood . . .	Watertown
Laura M. Beasley . . .	Ellington
Elsie P. Botsford . . .	Newtown
Abbie B. Brooks . . .	Clinton
Junie Mae Brown . . .	Berlin Box 126
Bessie H. Codaire . . .	Collinsville
Viola I. Collins . . .	Hartford 75 Madison st.
Cora M. Connell . . .	New Britain 142 Chestnut st.
Katharine G. Conway . . .	Hartford 54 Woodbridge st.
Helena F. Curtin . . .	Hartford 22 Canton st.
Mary E. DeVanna . . .	New Canaan
Florence M. Dickinson . . .	Hartford 121 Oak st.
Effie B. Dunbar . . .	Stafford
Belle Elsner . . .	Hartford 99 Bellevue st.
Anna J. Fagan . . .	Hartford 66 Hungerford st.
Helen V. Foley . . .	South Norwalk 52 Bayview ave.
Agnes M. Fox . . .	New Britain 164 Curtis st.
Helen M. Gallagher . . .	Farmington Box 17
Helen J. Geraghty . . .	Holyoke, Mass. 38 Hampden st.
Florence Goodenough . . .	Bristol

Name	Address	
Marion E. Grant . . .	<i>Buckland</i>	
Mary E. Griffiths . . .	<i>Southington</i>	
Mary E. Griswold . . .	<i>Berlin</i>	Box 169
Gertrude M. Harrington . . .	<i>Hartford</i>	28 Beach st.
Hattie F. Harris . . .	<i>Deerfield, Mass.</i>	
Ellen D. Hines . . .	<i>Thompsonville</i>	
Georgia A. Holley . . .	<i>Fort Ann, N. Y.</i>	
Margaret M. Hunter . . .	<i>Waterbury</i>	6 Chapel st.
Edna Jennings . . .	<i>South Windsor</i>	
Mary R. Jepson . . .	<i>Danbury</i>	125 Liberty st.
May C. Jones . . .	<i>Ivoryton</i>	
Anna M. Kassenbrook . . .	<i>Hartford</i>	22 Goodwin st.
Maud V. Keyes . . .	<i>Hartford</i>	82 Wethersfield ave
Helen D. Kirkpatrick . . .	<i>Hartford</i>	39 Julius st.
Abbie F. T. Kutz . . .	<i>Essex</i>	Box 20
May A. Landrigan . . .	<i>Hartford</i>	72 Lawrence st.
Anna L. Langdon . . .	<i>Hartford</i>	38 Madison st.
Florence Leigh . . .	<i>Meriden</i>	184 Curtis st.
Ella L. J. Madden . . .	<i>Kincardine, Ontario, Canada</i>	
Clara E. Mahl . . .	<i>Hartford</i>	63 Mahl ave.
Edith L. Mason . . .	<i>Waterbury</i>	39 Kingsbury st.
Helen S. Mix . . .	<i>Meriden</i>	
Elsie L. Morgan . . .	<i>Wethersfield</i>	
Kathryn J. Murphy . . .	<i>Stamford</i>	53 Elm st.
Mary E. Noble . . .	<i>Hartford</i>	300 Wethersfield ave.
Alice M. North . . .	<i>Collinsville</i>	
Bertha M. Norton . . .	<i>South Manchester</i>	
Katherine O'Brien . . .	<i>Waterbury</i>	136 North Willow st.
Marguerita M. O'Brien . . .	<i>Hartford</i>	26 Cedar st.
Alice S. Persons . . .	<i>Winsted</i>	
Anna E. Reaney . . .	<i>New Britain</i>	137 Camp st.
Isabella M. Scanlon . . .	<i>Waterbury</i>	39 Walnut st.
Katherine W. Scoville . . .	<i>Middletown</i>	67 East Court st.
Lena A. Sikes . . .	<i>Suffield</i>	
Frances E. Smith . . .	<i>New Hartford</i>	Box 327
Julia E. Stoughton . . .	<i>Terryville</i>	
Rose F. Strickland . . .	<i>Manchester</i>	
Elizabeth C. Sullivan . . .	<i>Bristol</i>	
Theodore R. Treadwell . . .	<i>Danbury</i>	50 West Wooster st.
Anna I. Vaughn . . .	<i>Thomaston</i>	
Mary E. Warner . . .	<i>Wethersfield</i>	
Edith L. Welles . . .	<i>Reading, Penn.</i>	
Ellen S. Wilkinson . . .	<i>South Manchester</i>	
Helen E. Williams . . .	<i>Collinsville</i>	
Jessamine B. Woods . . .	<i>Hartford</i>	135 Ashley st.

Name	Address	
Edna M. Wright . . .	<i>Waterbury</i>	49 Hillside ave.
Minnie L. Wuterich . . .	<i>Meriden</i>	208 State st.

KINDERGARTEN DEPARTMENT

Cornelia M. Bates . . .	<i>New Haven</i>	
Amie M. Brosmith . . .	<i>Hartford</i>	173 Sigourney st.
Jean P. Dibble . . .	<i>South Norwalk</i>	47 South Main st.
Anna M. Duggan . . .	<i>Hartford</i>	
Caroline E. Gilliland . . .	<i>Plymouth</i>	
Rachael Harper . . .	<i>Bristol</i>	
Mabel T. Harrison . . .	<i>Cornwall</i>	
Clara Hubbard . . .	<i>Wallingford</i>	
Inez C. Marble . . .	<i>Manchester</i>	
Florence McMahon . . .	<i>South Norwalk</i>	
Leora E. Parmelee . . .	<i>New Haven</i>	
Margaret S. Robbins . . .	<i>Winthrop, Maine</i>	
Edith H. Rowe . . .	<i>New Haven</i>	
Eugenie K. G. Serre . . .	<i>Danbury</i>	
Nellie F. Tolman . . .	<i>Worcester, Mass.</i>	
Mabel L. Vaughn . . .	<i>Norwich</i>	
Harriet G. Werner . . .	<i>Stafford Springs</i>	
Gertrude J. Wiley . . .	<i>Seattle, Washington</i>	

TEACHERS OF NORMAL SCHOOL AT WILLIMANTIC

Came	Name and Branches Taught	Residence	Went
1889	Arthur B. Morrill, Principal <i>Natural Science; Principles of Teaching</i>	New Haven	1893
1893	George P. Phenix <i>Natural Science; Principles of Teaching</i>	Willimantic 122 Windham st.	....
1889	Fanniebelle Curtis <i>Kindergarten</i>	Brooklyn, N. Y. 944 Marcy ave.	1892
1889	Jennie E. Chapin <i>Mathematics; Writing; Gymnastics</i>	Willimantic 333 Prospect st.	....
1889	Emily H. Viets <i>Kindergarten</i>	Detroit, Mich.	1890
1889	Helen F. Page <i>English; Geography; Singing</i>	Chicago, Ill. Harvard School	1894
1889	Charles A. Kunou <i>Manual Training</i>	Los Angeles, Cal.	1890
1889	Emily J. Parker <i>Drawing and Modeling</i>	New Britain	1890
1890	Florence J. Pierce <i>Kindergarten</i>	Bristol	1891
1890	Charlotte M. King (Mrs. S. B. Johnson) <i>Model Schools</i>	Died	1892
1890	Bertha M. Adams (Mrs. Chas. P. Backus) <i>Model Schools</i>	Danielson	1894
1890	Frederick A. Verplanck <i>Model Schools</i>	South Manchester	1893
1890	Laura L. Boice <i>Model Schools</i>	Philadelphia North Kent st.	1891
1890	Grace L. Bell <i>Model Schools</i>	Concord, N. H.	1894
1890	Edith W. Todd (Mrs. H. M. Sedgwick) <i>Model Schools</i>	New Haven 62 Whalley ave.	1894
1890	Julia H. Wohlfarth <i>Model Schools</i>	New York Teachers' College	1892
1890	Harriet M. Stone <i>Model Schools</i>	Wethersfield	1894
1890	Lillian M. Cowles <i>Kindergarten</i>	Plantsville	1894
1890	Emelene A. Dunn <i>Model Schools; Drawing and Modeling</i>	Willimantic	....
1890	Catherine J. Coolidge (Mrs. George Tatnall) <i>Cooking</i>	Wilmingon, Del. 1403 Gilpin ave.	1892
1891	Jeremiah C. Bill <i>Manual Training</i>	Willimantic	1892
1891	Annie M. Lounsbury (Mrs. J. C. Tracy) <i>Model Schools</i>	Willimantic 31 Bellevue st.	1893
1891	Isabelle T. Burnham <i>Kindergarten</i>	New Haven 56 Park st.	1893

LIST OF TEACHERS—CONTINUED

Year	Name and Branches Taught	Residence	Year
1892	Sara H. Dyson <i>Model Schools</i>	New Britain 94 Bassett st.	1894
1892	May A. Avery (Mrs. Arthur Wm. Gates) <i>Drawing; Science</i>	Willimantic 33 Spring st.	1897
1892	Ida R. Thrall <i>Kindergarten</i>	Hartford 63 Church st.	1893
1892	Alice B. Fish <i>Model Schools</i>		1894
1892	Edith A. Gard <i>Model Schools</i>	Griswold	1894
1892	Marianne E. Holmes (Mrs. Frank A. Comstock) <i>Model Schools</i>	New London	1894
1892	Edith S. Norton <i>Assistant in Model Schools</i>	Mt. Vernon, N. Y.	1896
1893	Edith C. Foster (Mrs. Edith F. Phelps) <i>Model Schools</i>		1895
1893	Nancy M. Mitchelson (Mrs. John H. Jinks) <i>Cooking</i>	Brooklyn, N. Y. 764 DeKalb ave.	1895
1893	Anna A. Bubser <i>Model School</i>	Hartford 172 Putnam st.	1896
1893	Casper Isham <i>Model School</i>	Dorchester, Mass.	1896
1893	Mary C. Bowers <i>Kindergarten</i>	Newtonville, Mass.	1894
1893	Katherine G. Raymond <i>Model School</i>	New Haven 1 Sylvan ave.	1894
1893	Howard B. Foster <i>Manual Training</i>		1894
1893	Emelene A. Dunn <i>Drawing</i>	Willimantic	1897
1893	Rosa E. Birtles <i>Model School</i>	New Britain	1894
1894	Emma F. Pilling <i>Model School</i>	Springfield, Mass.	1895
1894	Adeline S. Wallace <i>Model School</i>	New Haven Strong School	1895
1894	Georgietta Hooker <i>Model School</i>	Springfield, Mass. 31 Palmer ave.	1895
1894	Emily J. Lange (Mrs. A. W. Brown) <i>Model Schools</i>	Hartford 155 Seymour st	1895
1894	Mary G. Henderson <i>Model School</i>	Norwich	1900
1894	Delia E. St. John <i>Model School</i>	Webster, Mass.	1896
1894	Mabel I. Jenkins <i>History; English; Geography</i>	Willimantic	...
1894	Blanche M. Boardman <i>Kindergarten</i>	Pittsburg, Pa.	1896
1894	Caroline E. Meacham <i>Kindergarten</i>	Holyoke, Mass.	1898
1894	Martha B. Chapin <i>Kindergarten</i>	Springfield, Mass.	1897
1894	Caroline Hendrickson <i>Model School</i>	Springfield, Mass. 806 Noble ave.	1896
1894	Harriette Wilson <i>Singing</i>	Willimantic	1899
1895	Grace L. Bell <i>Ungraded School</i>	Concord, N. H.	...
1895	E. Theresa Gaffney (Mrs. Irving Webster) <i>Model School</i>	Hyde Park, Mass.	...

LIST OF TEACHERS—CONTINUED

Came	Name and Branches Taught	Residence	Went
1895	Martha A. Jencks <i>Model School</i>	Webster, Mass.	1897
1895	Sarah J. Walter <i>Model School; Methods</i>	Willimantic 84 Windham st.	...
1895	May E. Davison <i>Model School</i>	Willimantic 72 Prospect st.	...
1896	Albert Boardman <i>Model School VIII</i>	Westerly, R. I.	1897
1896	Julia W. Swift <i>Model School I</i>	Farmington Falls, Me.	1900
1896	Marion H. Carter <i>Model School IV</i>	New York City Barnard College	1897
1896	Eliza Graeme Graves <i>Kindergarten</i>	Willimantic 115 Prospect st.	...
1896	Jennie E. Dennehy <i>Model School VII</i>	Willimantic 290 Prospect st.	...
1896	Lucy Chandler <i>Model School VI</i>	Willimantic	1901
1897	Frederick W. Staebner <i>Science</i>	Willimantic 258 Lewiston ave.	...
1897	Hellen E. Bennett <i>Kindergarten</i>	Norwich	1898
1897	Fannie A. Bishop <i>Kindergarten</i>	Norwich	...
1897	Edwin C. Andrews <i>Grade VIII</i>	Willimantic 113 Bridge st.	...
1897	Edith W. Griffith (Mrs. Richard Horne) <i>Grade IV</i>	Belmont, Mass.	1898
1897	Margaret A. Egan <i>Grade III</i>	Willimantic Prospect st.	...
1898	Eliza A. Cheyney <i>Grade I, II</i>	Willimantic 46 Windham st.	...
1898	Fannie S. Barrows <i>Grade III</i>	Montclair, N. J.	1898
1898	Anna B. Griswold <i>Kindergarten</i>	Willimantic 333 Prospect st.	...
1899	Alice S. Clement (Mrs. Robert R. Truitt) <i>Music</i>	Newton Center, Mass.	1900
1900	Harriette J. Wilson <i>Music</i>	Kenilworth, Ill. 17 North st.	1902
1900	Emelene A. Dunn <i>Drawing</i>	Willimantic 72 Prospect st.	...
1900	Blanche E. Henshaw <i>Grade I, II</i>	So. Framingham, Mass.	...
1901	Ella C. Stanton <i>Grade VI</i>	Willimantic 46 Windham	...

LIST OF GRADUATES OF THE NORMAL SCHOOL AT WILLIMANTIC

June, 1891

Name	Address
Nellie B. Anthony	
	Mrs. John M. Gager, Willimantic, 363 South Main st.
Sarah M. Armstrong . . .	<i>Jewett City</i>
Lucie D. Barton	
	Mrs. John C. Wells, East Hampton
Lottie A. Beckwith . . .	<i>Noroton Heights</i> Box 73
Lucilla P. Brigden	
	Mrs. James A. Hulse, Newark, N. J., 225 Grafton ave.
M. Carabelle Carpenter . .	<i>Willimantic</i> cor. Valley and Tingley sts.
Edith M. Damon	
	Mrs. Howard M. Smith, Ashland, Va.
Cornelia F. Frink	
	Mrs. Wm. G. Tarbox, Norwich, 33 Grove st.
Alice H. Fuller	<i>Scotland</i>
Edith A. Gard	<i>New London</i> 50 Crystal ave.
Carrie M. Green	<i>Plainfield</i>
Marianne E. Holmes	
	Mrs. Frank A. Comstock, New London, Box 600
Emma L. Hull	<i>Willimantic</i>
Carrie A. Johnson	
	Mrs. Marshall J. Porter, New Haven, 65 Spring st.
Kate H. Landon	<i>Norwich</i> 29 Treadway ave.
Nellie J. McCoy	<i>New Bedford, Mass.</i> 74 Walnut st.
Elizabeth Mitchell	<i>Providence, R. I.</i> 5 Harrison st.
Edna A. Newell	<i>South Coventry</i>
Annie M. Robinson	<i>South Norwalk</i> 25 Lowe st.
Florence M. Spencer . . .	<i>Hartford</i> 18 Chapel st.
Mary A. Walsh	<i>Naugatuck</i> 28 Carroll Court
Isabella S. Wood	
	Mrs. James W. Stapp, Panora, Guthrie Co., Iowa

LIST OF GRADUATES

551

June, 1892

Name	Address
Anna E. Abell	
Mrs. Edward C. Hall, Union City	
Mary A. Avery	
Mrs. Arthur W. Gates, Willimantic, 33 Spring st.	
Sadie L. Babcock . . .	Stonington
Mary C. Bacon	
Mrs. Gould S. Higgins, Hartford, 35 Preston st.	
Alice E. Boardman	
Mrs. Samuel Rhodes, Philadelphia, 2414 South Clarion st.	
Jennie G. Bonney . . .	Norwich 363 Washington st.
Bessie A. Bowen	
Mrs. F. L. Vaughn, Springfield, Mass., 265 Belmont ave.	
D. Frances Campbell . . .	Salem, Mass. 256 Lafayette st.
Bertha E. Collins	
Mrs. George S. Gadbois, Leffingwell	
Eugenie Collins . . .	Willimantic
Lucy G. Durfey	
Mrs. John M. MacDougall, 308 Central ave.	
Alice B. Fish . . .	Union City
Anna M. Gadbois	
Mrs. Geo. E. Mortimer, Moosup	
Mary W. Hamlin . . .	Hartford 36 Adelaide st.
Katherine P. Hansen	
Mrs. Herbert W. Sweet, Lebanon	
Lillian L. Huntington . . .	Ashford
Annie L. Lovett	
Mrs. John A. Reeve, Burlington	
*Mary F. Lyman . . .	Norwich
Clara C. Macfarlane	
*Mrs. Herbert T. Clark, Willimantic	
Edith S. Norton . . .	Mt. Vernon, N. Y.
Fannie Noyes	
Mrs. Jas. E. Lord, Stonington	
Grace G. Pinney	
Mrs. I. G. Baker, Springfield, Mass., 11 Frost st.	
Nellie M. Sadd . . .	Brockton, Mass.
Mary L. Smith	
Mrs. Chas. H. Webster, Willimantic, 237 Valley st.	
Marion Storrs . . .	Mansfield Centre
Nellie F. Swan	
Mrs. J. W. Chapman, Clinton	

June, 1893

Carlota Andrews	died ———
Mrs. Fred. Rathbone	

* Not heard from.

Name	Address	
Eliza W. Avery . . .	Norwich	48 Otis st.
Alice M. Beckwith		
Mrs. W. M. Anderson, Lyme		
Lina H. Bebee . . .	East Hampton	
Frances M. Bliss . . .	Oneco	
Ellen M. Broderick . . .	New Haven	Normal School
Edward R. Case . . .	Norwich Town	
Alice Frye	Willimantic	
Frank S. King	Cochituate, Mass.	
Married A. May Slater		
Eleanor Kloppenburg		
Mrs. Frederick C. Eager, New London, care of Thames Tow Boat Co.		
Clara A. Larkin		
Mrs. Sherman, Windham		
Ida G. Leffingwell		
Mrs. John W. Sherwood, Stevenson		
John W. McClellan		
(married) Rowayton		
Hannah M. Norton		
Mrs. Henry L. Bock, Hartford, 122 Huntington st.		
C. Winfield Noyes . . .	Willimantic	
Helen M. Porter		
Mrs. Chas. L. Torrey, Putnam .		
Ella R. Stearns		
Mrs. C. E. Simonds, South Coventry		
Edith L. Turner		
Mrs. Chas. Mitchell, New Bedford, Mass., 16 Atlantic st.		

June, 1894

Mary E. Andrews . . .	Waterville	Box 116
Harriet M. Bass . . .	Willimantic	94 Prospect st.
Sarah I. Boynton . . .	South Coventry	
Grace E. Brierley . . .	Chester	
Bessie A. Brown . . .	Hartford	280 Sigourney st.
Ella S. Chapman		
Mrs. Theodore H. McCray, Ellington, Box 8		
E. Gertrude Colburn . .	South Coventry	
Georgianna Flint . . .	Willimantic	South Main st.
Bertha C. Frawley		
Mrs. David A. Bridge, Hazardville		
Hattie A. Gleason		
Mrs. H. W. Taylor, Forestville		
Alice L. Greene	Oxford, Chenango County, N. Y.	
Elfie L. Harris	Norwich	Preston Side
Gladys M. Jones		
Mrs. George Tracy Loomis, Westchester		

Name	Address
Inez D. Jones	
Mrs. Fred Crane, Kensington	
Mary S. Jordan . . .	<i>New Haven</i> 48 Lake place
Marcella M. Kelley . .	<i>Norwich Town</i>
Mary M. Kelley	
Mrs. James E. Ryan, Ridgefield, Box 292	
Florence M. Kinney . .	<i>Newton Highlands, Mass.</i>
Alice M. Livingstone . .	<i>Willimantic</i> 32 Spring st.
Orrie P. Potter	
Mrs. Albert E. Anthony, Mansfield Center	
Amy B. Satterlee . . .	<i>Gales Ferry</i>
Delia E. St. John . . .	<i>Webster, Mass.</i>
Augusta M. Thomas . .	<i>Willimantic</i> 130 Chapman st.
Alice May Turner . . .	<i>Willimantic</i> 98 Windham st.
Daisy White	<i>North Westchester</i>
Cora M. Wood	<i>Wauregan</i>

June, 1895

Annie E. Backus	
Mrs. Olean T. Babcock, Willimantic, 89 So. Main st.	
Laura C. Ballard	
Mrs. Merton L. Child, Quinebaug	
Ella M. Brown . . .	<i>Marrow</i>
Hattie B. Brown . . .	<i>Gales Ferry</i>
Annie N. Campbell . .	<i>New London</i> 6 Brooks st.
John Lee Chapman, Jr. .	<i>Bristol, R. I.</i>
Maud E. Dimmick . . .	<i>Willimantic</i> Mountain st.
M. Grace Dwight . . .	<i>Hartford</i> 41 Seymour st.
Maud M. Kellogg	
Mrs. Albert H. Slayton, Morrisville, Vt.	
Leonora E. Miller . . .	<i>Westerly, R. I.</i> 45 Mechanic st.
Susan T. Murphy . . .	<i>Willimantic</i>
Edgar W. Noyes . . .	died January 9, 1900
Annie L. Perkins . . .	<i>Willimantic</i>
Maud F. Ritchie	
Mrs. Bernard Delvin, Uncasville	
George H. Robertson . .	<i>Willimantic</i>
Alice D. Scoville . . .	<i>Willimantic</i>
Mary A. Shea	<i>Willimantic</i> 27 Union st.
Mary M. Sibley	
Mrs. Herbert N. Loomis, New Haven	
Grace G. Stone	<i>Norwich</i>
Gertrude L. Suydam . .	<i>Salisbury</i>
Rose A. Talbot	died March 7, 1896
Annie I. Tripp	<i>Moosup</i>
Lulu May Wright	
Mrs. William Pike, Danielson	

June, 1896

Name	Address	
Alice M. Alford . . .	<i>Willimantic</i>	196 Prospect st.
Grace Arnold		
Mrs. Arthur C. James, Hartford, 108 Allen place		
Egbert A. Bass . . .	<i>Andover</i>	
Kathryn L. Browne . . .	<i>Willimantic</i>	
Bertha Carpenter		
Mrs. A. E. Baker, Bridgeport, 42 Buckingham st.		
Alice M. Fuller . . .	<i>Hartford</i>	11 Winthrop st.
Grace L. Hanna		
Mrs. Benjamin S. Cutler, Stonington		
Elizabeth T. Hayes . . .	<i>Jewett City</i>	
Rosa J. Ives		
Mrs. Ernest Huntly, Niantic		
Myrtice Kingsbury . . .	<i>Thompson</i>	
Alice E. Mason		
Mrs. Stephen P. Brown, Willimantic, Box 355		
Mary L. Murray . . .	<i>Stratford</i>	Box 210
Frances T. O'Neill . . .	<i>Plainville</i>	
Frank E. Perkins . . .	<i>East Walpole, Mass.</i>	
Clara Edna Remington		
Mrs. Charles W. Tyron, Willimantic, Box 389		
Louis H. Stanley . . .	<i>Hartford</i>	53 Capitol ave.
Agnes C. Sugrue . . .	<i>South Windsor</i>	
Bridget A. Sullivan . . .	<i>Willimantic</i>	
Cecelia M. Sullivan . . .	<i>Norwich</i>	corner Maple and Pine sts.
Coral E. Tracy		
Mrs. Everett M. Thorne, Hartford, 215 Franklin ave.		
Rose S. Turner		
Mrs. Henry W. Lanz, Norwich, 52 Asylum st.		
Elizabeth L. Wheeler . . .	died April 7, 1901	
Wells S. Wilcox . . .	<i>Willimantic</i>	196 Prospect st.
Mary A. Williams		
Mrs. John L. Chapman, Jr., Bristol, R. I.		

KINDERGARTNERS

Jessie M. Dimock	
Mrs. George E. Gifford, Willimantic, 179 Walnut st.	
Katie Keeney	
Mrs. Henry C. Lathrop, Windham	

June, 1897

Myra H. Bassett	
Mrs. Charles A. Tillinghast, Brooklyn	
Edna S. Blaisdell	
Mrs. Louis W. Button, Hartford, 115 Oak st.	

Name	Address	
Annie B. Britner		
Mrs. Henry W. Kingsley,	Willimantic, 14 Pearl st.	
Emma J. Chappell		
Mrs. Herbert A. Bixby,	Thompson	
Teresa B. Clark . . .	Stafford Springs	
Margaret T. Courtney		
Mrs. Henry J. Jarvis,	Holyoke, Mass.	
L. Howard Cross . . .	Central Village	
E. Marion Hatheway .	Willimantic	191 Prospect st.
Callie E. Hopkins		
Mrs. Edmund W. Ellison,	Willimantic	
Katherine Jack . . .	Norwich	103 Fifth st.
Alice E. James		
Mrs. Robert E. Stearns,	Willimantic	
Cora P. Little		
Mrs. Henry B. Hutchins,	Chestnut Hill	
Elizabeth W. McMillan .	Norwich	544 Boswell ave.
Ella M. Noonan . . .	Jewett City	
Amelia P. Palmer . . .	Montclair, N. J.	147 Park st.
Villa M. Park		
Mrs. Walter W. Rich,	Putnam, 231 School st.	
Maria D. Peck . . .	Torrington	154 South Main st.
Ada I. Richardson		
Mrs. Wm. H. Burlingham,	Willimantic, 84 Prospect st.	
Mabel E. Stone . . .	Hartford	15 Imlay st.
Emily I. Torrey . . .	Central Village	
Fanny H. White . . .	Torrington	
Lena E. Whitford . . .	South Canterbury	
Alice M. Woodward . .	Central Village	Box 93

KINDERGARTEN COURSE

Hellen E. Bennett	
Mrs. Chester McGregory,	Springfield, Mass.
Fannie A. Bishop . . .	Norwich

ADVANCED PROFESSIONAL COURSE

Jessie Doring . . .	Brooklyn, N. Y.	950 Marcy ave.
Sarah T. Palmer . . .	South Manchester	
Mary E. Pilling	New Haven	325 Munson st.
Caroline A. Stevens . .	Norwich	36 Uncas st.

June, 1898

Mary L. Ayer . . .	Yantic	Box 61
Fannie S. Barrows . .	Montclair, N. J.	
Harriet B. Bradford		
Mrs. Elisha B. Mead,	Greenwich	

Name	Address	
Annie C. Britton . . .	<i>Willimantic</i>	61 Oak st.
Laura S. Brown . . .	died January, 1899	
Katherine R. Burke . . .	<i>Holyoke, Mass.</i>	114 Nonotuck st.
J. Clement Bushnell . . .	<i>Norwich Town</i>	
Leone Grace Clarke . . .	<i>Willimantic</i>	89 Spring st.
Celia M. Daley . . .	<i>Moosup</i>	Box 162
Inez A. Daniels . . .	<i>Mendon, Mass.</i>	
Alice F. Dickey . . .	<i>Norwich Town</i>	
Helen E. Dyson . . .	<i>Killingly</i>	
Mary E. Fisk . . .	<i>Stafford</i>	
Phila H. Hall . . .	<i>Westford, Vt.</i>	
Jane Jackson . . .	<i>Willimantic</i>	Box 544
Hattie A. Jacobs . . .	<i>Willimantic</i>	70 Pleasant st.
Mary L. Keleher . . .	<i>Westerly, R. I.</i>	20 Noyes ave.
Gladys L. Lathrop . . .	<i>Willimantic</i>	18 Hewitt st.
Kate E. Leavey . . .	<i>Allston, Boston, Mass.</i>	
Mary A. Lee . . .	<i>Willimantic</i>	72 Chapman st.
Elizabeth G. Lynch . . .	<i>Norwich Town</i>	
Julia L. Martin . . .	<i>Chaplin</i>	
Annie M. McClimon . . .	<i>Norwich</i>	
Elizabeth C. McGrath . . .	<i>Mystic</i>	
Elizabeth I. McNamara . . .	<i>Westerly, R. I.</i>	150 West Broad st.
May Mitchell . . .	<i>Philadelphia, Pa.</i>	2019 Arch st.
Mary E. Nelson . . .	<i>Franklin, Mass.</i>	
Louise B. Newman . . .	<i>Webster, Mass.</i>	
Lena B. Noyes . . .	<i>Liberty Hill</i>	
Florence M. Oddie . . .	<i>Taftville</i>	Box 127
Minnie T. Pegrum . . .	<i>Montclair, N. J.</i>	
Bessie M. Rathbun		
Mrs. Willis H. DeWolf, New Britain, West Main st.		
Winifred E. Rice . . .	<i>Burlington, Vt.</i>	
Hannah H. Ring . . .	<i>Norwich</i>	64 Washington st.
Grace M. Roraback . . .	<i>New Haven</i>	45 Lake place
Eleanor Rose . . .	<i>Norwich</i>	274 Prospect st.
Rose Spitz . . .	<i>Torrington</i>	39 Barber st.
Daisy M. Street . . .	<i>Rockville</i>	95 Orchard st.
Lola M. Trickey		
Mrs. Thomas C. Ham, Evanston, Ill.		
Anita R. Woisard . . .	<i>Waterbury</i>	54 Spencer ave.
Jessie C. Woodward . . .	<i>Vernon Center</i>	

KINDERGARTNERS

Martha L. Attleton . . .	<i>Conejos, Colorado</i>	
Rose M. Cassidy . . .	<i>Norwich</i>	104 Washington st.

PRIMARY TRAINING

Name	Address
Helen E. Bennett	
Mrs. Chester McGregory, Springfield, Mass.	
Fannie A. Bishop	Norwich

June, 1899

Jessie M. Baldwin	Willimantic	115 Prospect st.
Mary F. Bass	Willimantic	83 High st.
Nellie E. Bell	Lebanon	
Grace E. Bitgood	Moosup	
Annie W. Buchanan	Mansfield Center	
Katherine L. Buck		
Mrs. Henry W. Holbrook, Palmer, Mass.		
Katherine H. Carver	Colchester	
Julia M. Chapman	New Haven	559 Howard ave.
Harriet A. Cook	Norwich	15 Treadway ave.
E. Maude Davies	Ithaca, N. Y.	117 East Buffalo st.
Susan M. Dickson	Rainbow	
Dorothy Edith Foster	Northampton, Mass.	30 Kensington ave.
Blanche Fuller	Elmwood	
Annie T. Grady	Willimantic	30 Arnolds lane
Elisabeth M. Guinan	Hartford	16 Sherman st.
Adeline S. Hallen	Lebanon	
Elinor Hinckley	Stonington	Box 120
Elizabeth A. Holcomb	New Haven	568 Chapel st.
Lenora M. Huntington		
Mrs. Edward L. Wilcox, Turnerville		
Rachel Lanpher	Montville	
Delia C. Litchfield	Hampton	
Agnes McCloud	Norwich	98 Summit st.
Mary R. Manning		
Mrs. George Briggs, Windham, Babcock Hill		
Grace L. Melville		
Mrs. Albert H. Boardman, Poquonock, Box 103		
Elizabeth M. Millea	Norwich	76 North Main st.
Lucy G. Mullin	Norwich	19 Warren st.
Helen V. Mulvey	Willimantic	47 Winter st.
Mary J. Murphy	Norwich	143 West Main st.
Carolyn G. Neff	Stafford Springs	
Agnes B. Northam	Hartford	36 Adelaide st.
Clara M. Palmer	Greeneville	Box 24
Anabel Perkins	Norwich	R. F. D., route 2
Nettie Z. Phillips	West Woodstock	
Edith M. Porter	East Thompson	
Allie U. Putney	New Boston	

Name	Address	
Mary A. Quinn . . .	<i>Hartford</i>	54 Hungerford st.
Alice E. Sharpe . . .	<i>Pomfret</i>	
Elizabeth A. Sherman . . .	<i>Norwich</i>	Mountain ave.
Flora M. Shumway . . .	<i>North Windham</i>	
Jennie V. Stearns . . .	<i>Madison</i>	
Harriet M. Taylor . . .	<i>Willimantic</i>	193 Church st.
Grace M. Thurber . . .	<i>Madison</i>	
Belle E. Tilden		
Mrs. Herman Pike, Mansfield		
Anna L. Welch . . .	<i>Versailles</i>	
Adelaide M. Westcott . . .	<i>Belfast, Maine</i>	c/o First National Bank

KINDERGARTNERS

Eva L. Dickerman . . .	<i>Norfolk</i>	Box 364
Clara H. Fleetwood . . .	<i>Norwich</i>	227 Central ave.

June, 1900

Helen T. Barry . . .	<i>Norwich</i>	97 Mechanic st.
Alice G. Bissell . . .	<i>Willimantic</i>	211 North st.
Caroline Boden . . .	<i>Willimantic</i>	20 Chestnut st.
Abigail W. Brigham		
Mrs. Milton L. Bugbee, Mishawaka, Indiana, care of Sanderson & Porter		
Ethel L. Carpenter . . .	<i>Woodstock</i>	
Julia A. Casey . . .	<i>Lakeville</i>	
Gertrude A. Chaffee . . .	<i>Willimantic</i>	183 Summit st.
Emma S. Chandler . . .	<i>Willimantic</i>	
Jennie M. Chandler . . .	<i>Willimantic</i>	
Grace E. Chesebro . . .	<i>Stonington</i>	66 Elm st.
Blanche E. Cleaveland . . .	<i>Stafford Springs</i>	
Carrie J. Freeman . . .	<i>Willimantic</i>	126 Union st.
Mary A. Galligan . . .	<i>Norwich</i>	38 Main st.
Clara J. Gordon . . .	<i>Norwich</i>	97 Fifth st.
Rose E. Gray		

Mrs. Frank P. Fenton, Willimantic

Amey A. Hazard . . .	<i>Westerly, R. I.</i>	Box 483
May E. Hinckley . . .	<i>Norwich</i>	32 Alice st.
Helen G. Irving . . .	<i>Middletown</i>	
Caroline B. Loomis . . .	<i>Liberty Hill</i>	
Bertha E. Lyon . . .	<i>Mianus</i>	
Elizabeth McComb . . .	<i>Norwich</i>	92 Fourth st.
Mary E. McGowan . . .	<i>Waterville</i>	
Irma T. Meunier . . .	<i>Willimantic</i>	
Mary A. Murphy . . .	<i>Bozrahville</i>	
Josephine Ollweiller . . .	<i>Stonington</i>	
M. Anabel Palmer . . .	<i>Norwich</i>	36 Otis st.

Name	Address	
Alenda M. Perkins . . .	<i>Willimantic</i>	195 High st.
Sara A. Potter . . .	<i>Abington</i>	
Alice M. Reed . . .	<i>Pawcatuck</i>	
Rose F. Smith . . .	<i>Bristol</i>	
Ella C. Stanton . . .	<i>Willimantic</i>	
Clara Mildred Stearns . . .	<i>Brooklyn</i>	
Mary Sullivan . . .	<i>Willimantic</i>	98 Chapman st.
Minnie S. Thatcher . . .	<i>East Orange, N. J.</i>	40 North Grove st.
Grace L. Torrey . . .	<i>Moosup</i>	
Inez L. Wilcox . . .	<i>East Orange, N. J.</i>	

KINDERGARTNERS

Mary F. Bass . . .	<i>Willimantic</i>	83 High st.
Agnes G. Hickey . . .	<i>Willimantic</i>	Lock box 84
Anna E. Setchel . . .	<i>Norwich</i>	269 Laurel Hill ave.

June, 1901

Georgie A. Baldwin

Mrs. Thomas J. Lee, East Granby

Clare R. Bass . . .	<i>North Stonington</i>	
Marion G. Beebe . . .	<i>Norwich</i>	16 Washington st.
Florence E. Bowers . . .	<i>Lebanon</i>	
Catherine R. Bowler . . .	<i>Willimantic</i>	108 Jackson st.
Edith A. Brooks . . .	<i>Norwich</i>	
Myrtis E. Burroughs . . .	<i>East Orange, N. J.</i>	
Alice B. Cary . . .	<i>Willimantic</i>	
Katheryne E. Casey . . .	<i>Greenwich</i>	
Nellie T. Collins . . .	<i>Mansfield</i>	
Mary E. Congdon . . .	<i>Willimantic</i>	147 Spring st.
Andrew E. Garde . . .	<i>Cromwell</i>	
Daisy D. Griffith . . .	<i>Pekin, Ill.</i>	
Jessie D. Griffith . . .	<i>Syracuse, Ohio</i>	
M. Katherine Helion . . .	<i>Hartford</i>	21 Annawan st.
Nellie E. Hewitt . . .	<i>Middletown</i>	
Ida M. Keigwin . . .	<i>Middletown</i>	
Mary E. Kelley . . .	<i>Danielson</i>	
Mabel A. Lanphear . . .	<i>Willimantic</i>	
Mabel Lathrop . . .	<i>Hanover</i>	
Mary B. Leonard . . .	<i>North Grosvenordale</i>	
Grace A. Lincoln . . .	<i>Willimantic</i>	
Julia F. Murtagh . . .	<i>Willimantic</i>	
Lillian I. Pegrum . . .	<i>Windham</i>	
Susan B. Pendleton . . .	<i>Willimantic</i>	
Maude S. Remington . . .	<i>East Orange, N. J.</i>	

Name	Address
Florence A. Smith . .	<i>Stafford Springs</i>
Elizabeth S. Steves . .	<i>Ansonia</i>
Edith M. Wilbur . .	<i>Glasgo</i>
Florence G. Woodward .	<i>Willimantic</i>
Elizabeth R. Woodworth .	<i>Danielson</i>

June, 1902

Helen Q. Adams . .	<i>Willimantic</i>	283 Lewiston ave.
Martha I. Anthony . .	<i>Scotland</i>	Box 25
Mary M. Anthony . .	<i>Scotland</i>	Box 25
Mae Blackmar . .	<i>Killingly</i>	
Ethel M. Bristol . .	<i>Brooklyn, N. Y.</i>	339 Quincy st.
Anna L. Carpenter . .	<i>Willimantic</i>	156 Prospect st.
Elizabeth M. Cherry .	<i>Norwich</i>	79 Division st.
Ida M. Commins . .	<i>Providence, R. I.</i>	110 Chapin ave.
Grace L. Daniels . .	<i>Willimantic</i>	287 Summit st.
Catherine Finnegan .	<i>Canaan</i>	
Julia I. Good . .	<i>Thamesville</i>	
Helena A. Hoar . .	<i>Norwich</i>	394 Central ave.
Catherine Kelley . .	<i>Norwich</i>	54 Eleventh st.
Annie J. Kennedy . .	<i>Westerly, R. I.</i>	4 Cross st.
Edith May Kent . .	<i>Putnam</i>	
Bertha E. Lyman . .	<i>Willimantic</i>	
Mary A. Malone . .	<i>Norwich</i>	187 North Main st.
Gertrude H. Martin .	<i>Willimantic</i>	62 Fairview st.
Lewis S. Mills . .	<i>Canton Center</i>	
Agnes C. Murphy . .	<i>Norwich</i>	305 Washington st.
Mary E. O'Connell . .	<i>Norwich</i>	52 Roath st.
Laura L. Packer . .	<i>Mystic</i>	Box 30
Ada M. Remington . .	<i>Willimantic</i>	176 Prospect st.
Cora May Russ . .	<i>Mt. Hope</i>	
Winifred Saunders . .	<i>Waterford</i>	
Mabel E. Spencer . .	<i>North Windham</i>	
Minnie M. Sutton . .	<i>Brooklyn, N. Y.</i>	139 Henry st.
Sarah E. Woodworth .	<i>Merron</i>	

KINDERGARTEN DEPARTMENT

Maud E. Dimmick . .	<i>Willimantic</i>
Helen B. Royce . .	<i>Norwich</i>

TEACHERS OF NORMAL SCHOOL AT NEW HAVEN

Came	Name and Branches Taught	Residence	Went
1893	Arthur B. Morrill, Principal <i>Natural Science; Principles of Teaching</i>	New Haven 44 Trumbull	....
1893	Ella M. Broderick <i>Natural Science; Drawing</i>	New Haven 211 Norton	....
1893	Anna M. Brennan <i>Model Schools</i>		1895
1893	Mary E. Kinsella <i>Model Schools</i>		1895
1893	Ellen A. Kenny (Mrs. E. T. Purcell) <i>Model Schools</i>	Plantsville	1898
1895	Sarah E. Briggs <i>Model Schools</i>		1895
1893	Lucia M. Bower <i>Kindergarten</i>		1894
1893	Estelle I. Pierpont <i>Kindergarten</i>	South Manchester	1894
1893	Anna S. Hart <i>Mathematics; Writing</i>	New Haven 38 Howe st.	....
1893	Helen L. Putnam <i>English; Literature</i>		1897
1893	Agnes L. Hall <i>Model Schools</i>		1895
1893	W. G. Anderson, M.D. <i>Physical Culture</i>		1895
1894	Jennie F. Nash <i>Model Schools</i>	106 Sherman av.	....
1894	Luthera A. Mansfield, <i>Model Schools</i>		1898
1894	Fannie M. Lynch <i>Model Schools</i>		1898
1894	Ellen E. Carr <i>Model Schools</i>		1898
1894	Carrie G. Weil <i>Model Schools</i>		1895
1894	Lillian E. Bradley <i>Model Schools</i>	69 Howe st.	....
1894	M. Louise Turner <i>Model Schools</i>		1896
1894	Emily Coxeter <i>Model Schools</i>		1896
1894	Katherine Vandervelden <i>Model Schools</i>		1895
1894	Ella G. Stein <i>Model Schools</i>		1895
1894	Teresa A. Whalen <i>Model Schools</i>		1895
1894	Maria E. Hatch <i>Model Schools</i>		1895
1894	Annabelle Baldwin <i>Kindergarten</i>		1898
1894	Lottie M. Hall <i>Kindergarten</i>	581 Elm st.	....

LIST OF TEACHERS—CONTINUED.

Came	Name and Branches Taught	Residence	Went
1894	Herbert N. Loomis <i>Natural Science</i>	New Haven	18 Ward
1895	S. Lillian Brooks <i>Model Schools</i>		49 Salem
1895	M. Catherine Condell <i>Model Schools</i>		3 Sylvan av. 1897
1895	Martha A. Quinlan <i>Model Schools</i>	Branford	....
1895	Margaretta T. Simpson <i>Kindergarten Assistant</i>	New Haven	1898
1895	Georgina Norman <i>Model Schools</i>		46 Avon
1895	Annie M. Maltby <i>Model Schools</i>		1898
1895	Harriet E. Judson <i>Model Schools</i>		1896
1895	Mary A. Maltby <i>Model Schools</i>		49 Vernon
1895	Lottie J. Thompson <i>Model Schools</i>		28 Kensington
1895	Helen M. Thomas <i>Model Schools</i>		1900
1895	Nora A. Sweeney <i>Model Schools</i>		761 Whitney av.
1895	Katherine R. Simmons <i>Model Schools</i>		1896
1895	Helen A. Austin <i>Model Schools</i>	New Haven	1898
1895	Charlotte H. Oviatt <i>Model Schools</i>		1896
1895	Edna C. Lines <i>Model Schools</i>		368 George
1895	Anna S. Wilson <i>Kindergarten Assistant</i>		84 Park
1895	Edward D. Birge <i>Music</i>	Indianapolis, Ind.	1901
1896	Ida E. Bright (Mrs. M. C. Adams) <i>Model Schools</i>	Pittsburg, Penn.	Wilkins & Fifth av. 1898
1896	Sarah H. Fahey <i>Model Schools</i>	New Haven	537 Howard av. 1902
1896	Julia H. Doyle <i>Model Schools</i>		537 Howard av. 1902
1896	Katherine G. Raymond <i>Model Schools</i>		1898
1896	Annie E. McNulty <i>Model Schools</i>	Indianapolis, Ind.	1900
1896	Josephine M. Sheldrick <i>Model Schools</i>	New York	1898
1896	Harriet M. Strong <i>Model Schools</i>		1898
1896	Mary E. Musson <i>Kindergarten</i>	Gilbertsville, N. Y.	1898
1896	Dr. E. H. Arnold <i>Physical Culture</i>	New Haven	307 York
1896	Louise Schmahl <i>Model Schools</i>		965 State
1897	Mary A. McFarland <i>English; Literature</i>		287 Willow

LIST OF TEACHERS—CONTINUED

Came	Name and Branches Taught	Residence	Went
1897	Eleanor T. Quinlan <i>Model Schools, Grade II</i>	<i>Branford</i>	....
1898	Jeanette M. Perdue <i>Model Schools, Grade IV</i>	<i>New Haven</i> 24 Orchard	1902
1898	Clara M. Brockett <i>Model Schools, Grade V</i>	341 Winthrop av.	....
1899	Franklin H. Hoyt	<i>Indianapolis, Ind.</i>	1900
1900	Katherine T. Harty <i>Model Schools, Grade IV</i>	<i>New Haven</i> 178 Blatchley av.	....
1900	Frank O. Jones <i>Principal of Model Schools</i>	387 Edgewood av.	....
1901	William E. Brown <i>Music</i>	<i>Stamford</i>	....
1901	Anna J. Baldwin <i>Model Schools, Grade III</i>	<i>New Haven</i> 13 Edgewood av.	....
1901	Jennie M. Campbell <i>Model Schools, Grade II</i>	110 Blatchley av.	....
1901	Adeline S. Wallace <i>Model Schools, Grade VIII</i>	<i>West Haven</i> 445 Main	....
1901	Jennie F. Nash <i>Model Schools, Grade VII</i>	<i>New Haven</i> 106 Sherman av.	....
1901	Mrs. Emma E. Blake <i>Model Schools, Grade VI</i>	347 Sherman av.	....
1901	Margaret L. Dibble <i>Model Schools, Grade IV</i>	363 Orchard	....
1901	Eva A. Gorham <i>Model Schools, Grade IV</i>	55 Barnett	....
1901	Alice E. Hammond <i>Model Schools, Grade III</i>	31½ Broadway	....
1901	Carolyn W. Tripp <i>Model Schools, Grade III</i>	475 Winthrop av.	....
1901	Amelia Wolff <i>Model Schools, Grade II</i>	563 Howard av.	1902
1901	Helen D. Morris <i>Model Schools, Grade II</i>	347 York	....
1901	Louise G. Reimann <i>Model Schools, Grade I</i>	113 Lawrence	....
1901	Anna C. Hintz <i>Model Schools, Grade I</i>	1176 Chapel	....
1902	Adele D. Murray	<i>Kensington</i>	....

LIST OF GRADUATES OF THE NORMAL SCHOOL AT NEW HAVEN

June, 1895

Name	Address
J. Adanois Bailey . . .	<i>Upper Montclair, N. J.</i> Bellevue ave.
Agnes C. Barrett . . .	<i>South Norwalk</i> 8 High st.
Helen T. Bracken . . .	<i>South Norwalk</i> 6 Livingston place
Ida E. Bright	

Mrs. Marcellin C. Adams, Pittsburg, Penn., Wilkins and Fifth ave.

Susan Lillian Brooks . . .	<i>New Haven</i> 49 Salem st.
Lucy L. Callan . . .	<i>Southport</i> Box 173
Iva M. Callender	

Mrs. W. E. Pattee, Wallingford

Elizabeth Campbell . . .	<i>New Haven</i> 45 Hamilton st.
Alta M. Carter . . .	<i>New Haven</i> 38 Clark st.
Alice J. Christie . . .	<i>Ardsley</i>
Emily M. Clarke . . .	<i>New Haven</i> 14 Court st.
Clara M. Dowd	

Mrs. Alfred W. Hudson, New York city, 501 West 142d st.

Margaret A. Egan . . .	<i>New Haven</i> 20 Pearl st.
A. Gertrude Grady . . .	<i>New Haven</i> 261 Ferry st.
Louise C. Harrigan . . .	<i>New Haven</i> 22 Tilton st.
Barbara Henderson . . .	<i>New Haven</i> 218 Spring st.
Anna C. Hintz . . .	<i>New Haven</i> 1176 Chapel st.
Fanny Holcomb . . .	<i>New Haven</i> 54 Olive st.
Mary H. Hussey . . .	<i>New Haven</i> 410 East st.
S. Frances Hyde	

Mrs. Harry Wilcox Chapman, 308 Howard ave., New Haven

Mary R. Igoe . . .	<i>New Haven</i> 83 Elliott st.
Marie L. Kennedy	

Mrs. John B. Boucher, died May 8, 1902

Mabel E. Lane . . .	<i>New Haven</i> 19 Howard ave.
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LIST OF GRADUATES

565

Name	Address	
Ella Luke	<i>Milford</i>	
Edith E. Mackrille . .	<i>West Haven</i>	409 Main st.
Nonie C. Maum	<i>Ansonia</i>	21 Hill st.
*Gertrude E. McCarthy .	<i>Woodbury</i>	
*Annie E. McGuire . . .	<i>New York</i>	
Anna L. U. McLoughlin .	<i>New Haven</i>	219 Poplar st.
Annie E. G. Murray . .	<i>New Haven</i>	9 Osborn st.
Julia E. Nash	<i>West Haven</i>	481 First ave.
Agnes C. Newman . . .	<i>New Haven</i>	41 Artisan st.
Annie M. O'Donnell . .	<i>New Haven</i>	54 Sylvan ave.
Mary J. O'Meara	<i>New Haven</i>	21 Daggett st.
Bertha G. Palmer . . .	<i>New Haven</i>	131 Quinipiac st.
Mary M. Pearson		
Mrs. V. M. Honnecker, Bridgeport, 44 James st.		
Anna S. Planten	<i>New Haven</i>	553 George st.
Catherine A. Reilly . .	<i>Stamford</i>	88 Henry st.
Maud R. Reilly	<i>New Haven</i>	35 Ward st.
Emily W. Richards . . .	<i>New Haven</i>	160 Spring st.
Agnes T. Ryan	<i>Stamford</i>	30 Maple ave.
Ida E. Schneeloch . . .	<i>New Haven</i>	294 Elm st.
Mabel M. Schofield		
Mrs. Charles E. Stevens, New Haven, 127 Ward st.		
Edith M. Scranton . . .	<i>New Haven</i>	91 Lake place
Annetta C. Squires . . .	<i>West Haven</i>	678 Savin ave.
Frances A. Terrill . . .	<i>Palmer, Mass.</i>	Box 332
Marguerite A. Tucker .	<i>Shelton</i>	
Mary G. Tuttle	<i>New Haven</i>	545 Howard ave.
Grace A. Unger		
Mrs. Albert H. Buckingham, New Haven, 79 Thompson st.		
Rachel M. Wilcox	<i>Madison</i>	
Maud E. Wolfe	<i>Stratford</i>	
Eda Wrigley	<i>Shelton</i>	140 Coram ave.

June, 1896

Elma I. Augur	<i>Westville</i>	
Lottie B. Balzer		
Mrs. Edwin J. Dreisbach, New Haven, 99 Davenport ave.		
Nellie S. Beard	<i>Milford</i>	
Mary K. Berg	<i>South Norwalk</i>	67 Meadow st.
Elizabeth A. Brennan .	<i>New Haven</i>	30 Redfield st.
Mabel J. Bromley . . .	<i>New Haven</i>	36 College st.
Jennie M. Campbell . .	<i>New Haven</i>	110 Blatchley ave.
Anna A. Cavanaugh . .	<i>Port Chester, N. Y.</i>	
Theresa R. Cavanaugh .	<i>Norwalk</i>	25 Maple st.

* Not heard from.

Name	Address
Lucy A. Chavell . . .	died October 19, 1897
Mabel E. Curtiss	
Mrs. William E. Hilliard, Easthampton, Mass.	
Katherine T. Dargan . .	New Haven 14 Jefferson st.
Katharine A. Dougherty .	Waterbury 51 East Liberty st.
Elizabeth B. Doyle	
Mrs. John J. Sullivan, New Haven, 86 Woolsey st.	
Ellen J. Doyle . . .	Bridgeport Old Mill ave.
Josephine M. Egan . .	New Haven 279 Ferry st.
Mary T. English . . .	New Haven 226 Greenwich ave.
Marian Feuchtwanger .	New Haven 83 Sachem st.
A. Elizabeth Fleming .	Stevenson
Annette B. Fowler . .	Guilford
Maria E. Geer . . .	East Norwalk 64 Fort Point st.
Elizabeth E. Gessner .	New Haven 150 Bradley st.
Eva Gorham . . .	Westville 55 Barnett st.
Bella Greenbaum	
Mrs. Louis Fox, Eaton, Ohio, Box 95	
Katherine T. Harty . .	New Haven 178 Blatchley ave.
Josephine A. Hayes . .	New Haven 600 Grand ave.
Alice M. Healey . . .	Hartford 4 Buckingham st.
Lottie H. Hotchkiss . .	Boston, Mass. 52 Berkeley st.
Margaret M. Hurley . .	Shelton Box 59
Agnes E. Hussion . . .	New Haven 229 Poplar st.
Ida S. Hyde	
Mrs. George G. Betts, New York, 694 Eighth ave.	
Eva L. Innis . . .	Stratford R. F. D. No. 13
Phoebe T. Ives . . .	Branford
Mary Winnifred Jennings	Fairfield No. 87. R. F. D. No. 10
Ada B. Judson . . .	New Haven 204 Winthrop ave.
*Genevieve E. Keefe . .	Cromwell
Alice L. Kirtland . . .	Minneapolis, Minn. 1401 6th st., S. E.
Anna E. Krause . . .	New Haven 26 Ward st.
Lulu A. Lennon . . .	Seymour
Christine G. McCormick .	New Haven 148 Putnam st.
Katherine A. McHugh .	New Haven 190 Wallace st.
Julia I. McLoughlin . .	New Haven 219 Poplar st.
M. Adella Merwin . . .	Canaan
Eva B. Meyers	
Mrs. William H. Hunt, Nyack, N. Y.	
Martha A. Morrison . .	Bethel
Margaret A. Murphy . .	New Haven 179 Blatchley ave.
Susan T. Newell . . .	West Haven 625 Washington ave.
Marion E. Norton . . .	Wallingford 219 South Main st.
S. Annie Norton . . .	Wallingford 479 Center st.

* Not heard from.

Name	Address	
Ellen K. O'Brien . .	<i>New Haven</i>	420 Winthrop ave.
Gertrude E. Osgood . .	<i>New Haven</i>	67 Pearl st.
Grace L. Pomeroy . .	<i>Westboro, Mass.</i>	9 Phillips st.
Mary F. Reilly . .	<i>New Haven</i>	91 Greene st.
Mabel E. Rochfort . .	<i>New Haven</i>	72 Edwards st.
Claude C. Russell . .	<i>Taftville</i>	
Alice M. Sanford . .	<i>New Haven</i>	75 Rosette st.
Louise Schmahl . .	<i>New Haven</i>	965 State st.
Alice L. Scranton		
Mrs. Charles S. Myers, Naugatuck		
Augusta M. Scranton		
Mrs. Leroy Wilcox, New Haven, 296 Lloyd st.		
Lucy M. Stevens . .	<i>Stamford</i>	296 Summer st.
Margaret E. Sullivan . .	<i>Stamford</i>	3 East Elm st.
Mary P. Trounson . .	<i>East Norwalk</i>	15 Cove ave.
Mary F. Tucker . .	<i>New Haven</i>	78 Winchester ave.
Ella P. Warner . .	<i>Highwood</i>	
Alice A. Welton . .	<i>New Haven</i>	94 Henry st.
Sarah M. Wilkinson		
Mrs. Frederick W. Hobby, Greenwich		

June, 1897

Helen M. Barclay . .	<i>Walton, N. Y.</i>	
Minnie Bassford		
Mrs. William Lowe, Ansonia, 19 Dwight st.		
A. Louise Beach . .	<i>New Haven</i>	568 Chapel
Edith E. Blakeslee . .	<i>New Haven</i>	13 Park st.
Jennie T. Bowen . .	<i>New Haven</i>	26 Washington st.
Clara A. Brockett . .	<i>New Haven</i>	23 Brown st.
Agnes A. Bryant . .	<i>Norwalk</i>	132 Main st.
Ella M. Cahill . .	<i>Milton</i>	
Katharyn Callahan . .	<i>New Haven</i>	309 Washington ave.
Susie C. Coe		
Mrs. E. Wiggan, New Haven, 187 Davenport ave.		
Grace R. Covert . .	<i>Branford</i>	
*Lilly M. Davis . .	<i>Madison</i>	
M. Rachele Dickele		
Mrs. E. W. Kemmerer, Lafayette, Ind., 222 South Ninth st.		
Marie R. Dillon		
Mrs. Edward A. Toole, Bloomingdale, Essex Co., N. Y.		
Sadie M. Dolan . .	<i>Saugatuck</i>	
Agnes G. Doran . .	<i>Shelton</i>	
*Margaret M. Dunn . .	<i>Niantic</i>	
Lillian A. Farrell		
Mrs. William J. Ward, Fordham, N. Y., 694 East 186th st.		

* Not heard from.

Name	Address
Gertrude C. Harrison	
Mrs. Arthur K. Harrison, Winchester, Mass., 82 Church st.	
Mary J. Hayes . . .	Ansonia 133 North State st.
Honore C. Heileman . . .	New Haven 92 Asylum ave.
Lillian M. Hopton	
Mrs. Roger Tuttle, New Haven	
Estella F. Hubbell . . .	Ansonia 16 North Cliff st.
Harriet M. Hubbell . . .	New Haven 22 Asylum st.
Grace A. Johnson . . .	New Haven 86 Wolcott st.
Marie C. Keith . . .	Norwalk 15 Maple st.
Sarah E. Kemp . . .	New Britain 228 Kensington st.
Clemenia McK. Kendrick .	Passaic, N. J. 335 Lafayette ave.
Clara A. Klebe . . .	New Haven 37 Ann st.
Elizabeth C. Logan . . .	New Haven 483 East st.
*Ida K. Macphie . . .	Torrington
Helen T. Martin . . .	Ansonia 1 Orchard st.
Augusta H. McGue . . .	South Norwalk
Monica M. McMahon . . .	Ansonia 88 Liberty st.
Carolyn Merchant . . .	New Haven 269 Lennox st.
Alice T. Minor . . .	New Haven 493 Edgewood ave.
Bessie A. Moore . . .	Westbrook
Clara L. Morgan . . .	Sound Beach
Emily F. Paush . . .	Hartford 69 Sargeant st.
Mabel G. Phelps . . .	New Haven 90 Exchange st.
Janet M. Purdue . . .	New Haven 24 Orchard st.
Catherine B. Reilly . . .	Derby Box 442
Mary A. F. Reilly . . .	New Haven 91 Greene st.
Lulu Rentz	
Mrs. Harry I. Miller, Bridgeport, 129 Parallel st.	
Ruth M. Roots . . .	Torrington 44 Forest st.
Mary A. Shea	
Mrs. Clarence Stannard, Guilford	
Minnie M. Smith	
Mrs. William C. Smith, West Rutland, Vt.	
Cecilia A. Starrs . . .	New Haven 227 Congress ave.
Josephine H. Sullivan . .	New Haven 109 Wolcott st.
Nona A. Sullivan . . .	Ansonia 16 Root ave.
Anna M. Tanyane . . .	New Haven 69 Sylvan ave.
Hattie E. Terrill	
Mrs. Edgar Brooks, Warehouse Point	
Helen P. Tiffany	
Mrs. Frederick M. Miner, Ansonia, 150 Prospect st.	
Ethel L. Tillotson	
Mrs. Wm. H. Allison, New Haven, 294 Lawrence st.	
Estella N. Whitney	
Mrs. John Pinches, Jr., New Britain, 21 Chestnut st.	

* Not heard from.

LIST OF GRADUATES

569

Name	Address
Amelia L. Wilcox . . .	Norwalk 2 Arch st.
Annabelle Wilcox Mrs. Origen R. Lamphier, Avon	
Mary A. Williams . . .	New Haven 132 Edgewood ave.

June, 1898

Dorothy R. Adams . . .	Westport	
Adella F. Baldwin . . .	Woodbridge	
Anna J. Baldwin . . .	New Haven	13 Edgewood ave.
Grace Booth . . .	Indianapolis, Ind.	929 Camp st.
Grace R. Butler . . .	Seymour	
Margaret Callahan . . .	Branford	
M. Elizabeth Conboy . . .	New Haven	225 Portsea
Margaret G. Connor . . .	Holyoke, Mass.	
Catherine M. Conway . . .	New Haven	261 Hamilton st.
Nellie Coxeter . . .	New Haven	38 Winchester ave.
Esther F. Crocker . . .	New Haven	75 Lombard st.
Margaret L. Dibble . . .	New Haven	363 Orchard st.
Amy B. Dodge . . .	East Norwalk	208 East ave.
Mae E. Doyle . . .	Enfield	
Marie Doyle . . .	New Haven	455 Orange st.
Lillian V. Dwyer . . .	New Haven	186 Ashmun st.
Fannie E. Field . . .	New Haven	Barnes ave.
Julia A. Francis . . .	Southport	Box 123
Mary A. Gillen . . .	New Haven	132 Asylum st.
Katherine M. Gillooly . . .	Wallingford	
Carolyn A. Golding . . .	Norwalk	164 East ave.
Ella L. Gorham . . .	Brooklyn, N. Y.	26 Kenmore place
Anna A. Hoye . . .	New Haven	112 Dwight st.
Carrie B. Hubbell . . .	Stratford	
Anna May Hull . . .	New Haven	82 Spring st.
Mary Agnes Hull . . .	Ansonia	Box 94
M. Josephine Johnson . . .	New Haven	125 Rosette st.
Helen N. Keefe . . .	New Haven	180 Lawrence st.
Florence Loudon . . .	Norwalk	R. F. D.
Anna F. Lowe . . .	Leadville, Colo.	222 West 7th st.
Florence L. Lowe . . .	New Haven	330 Exchange st.
Genevieve Malloy Mrs. Daniel D. Donovan, Meriden, 60 Grove st.		
Evelyn L. Maynard . . .	New Haven	109 Saltonstall ave.
Lillian M. McConville . . .	New Haven	96 Carlisle st.
Margaret E. Morrison . . .	Bethel	Box 252
Ruth Olmstead . . .	New Haven	1239 Chapel st.
Harriet M. Osgood . . .	New Haven	18 Lynwood place
Emma M. Planten . . .	New Haven	553 George st.

Name	Address	
Frances A. Prince		
Mrs. Herbert Oviatt, New Haven, 314 Howard ave.		
Catherine Schmahl . . .	New Haven	965 State st.
Lena M. Schwarz . . .	Fairfield	
Margaret E. Seery . . .	New Haven	37 Locke st.
Harriet K. Setchell		
Mrs. Reuben Johnson, New Haven, 216 English st.		
Elizabeth G. Sheehan . . .	New Haven	28 Arch st.
Susan S. Smith . . .	South Norwalk	9 High st.
Emma E. Spaulding . . .	East Norwalk	11 Betts place, via South Norwalk
Sara E. Spencer . . .	Guilford	
Julia M. Steele . . .	Ansonia	12 Franklin st.
*Helena J. Sullivan . . .	Bridgeport	
Maisie E. Wallace . . .	Branford	
Ella C. Walsh . . .	Ansonia	97 Howard ave.
S. Elizabeth Warner . . .	Stamford	75 Maple ave.
Clara L. Wilcox . . .	New Haven	177 Lawrence st.
Julia H. Wright . . .	Phelps, N. Y. ,	
Sarah E. Wright . . .	New Haven	31 Aner st.

June, 1899

Ethel M. Augur . . .	Westville	
Mary A. Beauton . . .	New Haven	89 Monroe st.
Agnes C. Beecher . . .	New Haven	34 Summer st.
Mary G. Beecher . . .	New Haven	34 Summer st.
Almira C. Bennett . . .	East Glastonbury	
C. Ethelwyn Bristol . . .	Ansonia	107 South Cliff st.
Katherine U. Brown . . .	New Haven	69 Winchester ave.
Mary H. Clark . . .	Meriden	53 Fourth st.
Martha H. Clarke . . .	Milford	
Emma A. Clingan . . .	Port Chester, N. Y.	
Sarah R. M. Costello . . .	New Haven	214 Franklin st.
Edith A. Cousins . . .	Norwalk	1 Lynes place
Mary J. Creegan . . .	New Haven	89 Greene st.
Helen L. Curtis . . .	Stratford	
Christine I. Dwyer . . .	New Haven	186 Ashmun st.
Helen L. Gale . . .	Hartford	55 Annawan st.
Ella G. Galligan . . .	New Haven	77 Chestnut st.
Mary C. Galligan . . .	New Haven	77 Chestnut st.
Sara A. Griffin . . .	Stamford	72 Garden st.
Alice E. Hammond . . .	New Haven	31½ Broadway
Mary A. Harrison . . .	Stamford	181 Grove st.

* Not heard from.

Name	Address	
Hannah C. Hassett . . .	<i>Wallingford</i>	45 South Colony st.
Charlotte V. Healey . . .	<i>Ansonia</i>	7 Hill st.
Margaret G. Hickey . . .	<i>New Haven</i>	257 Washington ave.
Florence L. Hofer . . .	<i>West Haven</i>	
Janet Hood . . .	<i>Buckland</i>	
Charlotte A. Hubbard . . .	<i>New Haven</i>	91 Dwight st.
Thresa E. Jochmus . . .	<i>New York</i>	27 John st.
Arsine E. Jones		
Mrs. S. W. Grisham, Tuskegee, Ala., Institute Station		
Elinor M. Justison . . .	<i>New Haven</i>	297 York st.
Eliabeth T. Kane . . .	<i>West Norfolk</i>	
Margaret E. Lambert . . .	<i>New Haven</i>	34 Clark st.
Ellen G. Leary . . .	<i>New Haven</i>	32 Beach st.
Ellen T. R. Lynch . . .	<i>New Haven</i>	267 Oak st.
Frances Mailhouser . . .	<i>New Haven</i>	919 State st.
Florence F. Matthewman . . .	<i>New Haven</i>	685 Orange st.
Mary V. Maum . . .	<i>Ansonia</i>	
Millicent R. McDermott . . .	<i>New Haven</i>	244 Lennox ave.
Anna M. McDonald . . .	<i>New Haven</i>	304 Mansfield st.
Anna V. McDonald . . .	<i>Bethel</i>	
Susie G. Morehouse . . .	<i>Norwalk</i>	167 Main st.
Marion M. Murphy . . .	<i>New Haven</i>	27 Asylum st.
Elizabeth P. Norman . . .	<i>New Haven</i>	57 Kensington st.
Margaret J. O'Brien . . .	<i>New York city</i>	117 East 28th st.
Nora A. O'Brien . . .	<i>Ansonia</i>	62 Grove st.
Grace O'Connell . . .	<i>Wallingford</i>	
Rosalie A. Ohler . . .	<i>Bethel</i>	Box 276
Harriet J. Osborne . . .	<i>Ansonia</i>	138 Tremont st.
Charlotte C. Pierpont . . .	<i>New Haven</i>	33 Hazel st.
Josephine L. Przelomiec . . .	<i>New Haven</i>	199 Foster st.
Louise G. Reimann . . .	<i>New Haven</i>	113 Lawrence st.
Hattie A. Reynolds . . .	<i>West Haven</i>	
Juliana E. Shea . . .	<i>Jewett City</i>	Box 117
Mary DeEtte Slocum . . .	<i>Hartford</i>	30 Washington st.
Edith Smith . . .	<i>Waterbury</i>	15 Henry st.
May A. Smith . . .	<i>New Haven</i>	18 Daggett st.
Ruth Smith . . .	<i>North Haven</i>	
Beatrice F. Spang . . .	<i>New Haven</i>	823 State st.
Delma L. Squires . . .	<i>West Haven</i>	
Nora C. Sullivan . . .	<i>Ansonia</i>	33 Crescent st.
Lillian M. Vanderwerken . . .	<i>Stamford</i>	7 Bedford st.
Ethel M. Wilcox . . .	<i>Norwalk</i>	2 Arch st.
Ora L. Wilcox . . .	<i>West Haven</i>	555 Beach st.
Amelia Wolff . . .	<i>New Haven</i>	563 Howard ave.
Bertha I. Wright . . .	<i>New Haven</i>	31 Aner st.

June, 1900

Name	Address	
Bessie B. Bailey . . .	Derby	196 Derby ave.
Jessie E. Bailey . . .	Middletown	
Bessie M. Ball . . .	Durham	
Anna M. Bannell		
Mrs. Henry Wilson Clinton, New Haven, 92 Ward st.		
Ida S. Benton . . .	West Haven	1 Graham Court
Sophie J. Bowden . . .	New Haven	139 Sylvan ave.
Martha E. Boyd . . .	South Kent	
Josephine A. Brennan . . .	Naugatuck	
Harriet M. Browning . . .	Battle Creek, Mich.	182 North ave.
Cerelia S. Canfield . . .	Durham Center	
Alice L. Carey . . .	Long Hill	
Mary C. Conway		
Mrs. George Smith, New Haven, 261 Hamilton st.		
Mary Cullom . . .	New Haven	126 St. John st.
J. Irene Dibble . . .	South Norwalk	19 Bay View ave.
Catharine T. Doran . . .	Union City	
Anna M. Ferrin . . .	Woodbury	
Margaret M. Fox . . .	New Haven	212 Franklin st.
Ellen T. Fraher . . .	Ansonia	
Henrietta Gardiner . . .	East Lyme	
Cornelia G. Gelston . . .	Gaylordsville	R. F. D.
Edith L. Gilbert . . .	Kent Furnace	
Mary C. Griggs . . .	New Haven	178 Lawrence st.
Blanche G. Hammond . . .	New Haven	105 College st.
Carrie Harris . . .	New Haven	32 Trumbull st.
Margaret L. Harrison . . .	Stamford	181 Grove st.
Grace M. Hyland . . .	New Haven	797 State st.
Lena A. Lines . . .	Milford	
Harriet F. Lockwood . . .	Stamford	16 William st.
Marion Loudon . . .	Winnipauk	
Grace E. Lowe . . .	New Haven	340 Grand ave.
Katie E. Mahon . . .	Meriden	116 Veteran st.
Elizabeth K. McDonald . . .	Glenville	
Mary I. McGauhan . . .	Stamford	147 Henry st.
Hortense Metzger . . .	New Haven	23 Grove st.
Agnes H. Mills . . .	West Haven	
Helen D. Morris . . .	New Haven	347 York st.
Iris E. Munson . . .	Seymour	Box 383
Sarah A. Nichols . . .	Bethel	
Kathryn E. Noonan . . .	Stonington	
Marion E. Ocain . . .	Bridgeport	591 Myrtle ave.
Leonora T. O'Neill . . .	Stamford	Hubbard's Hill
Mary R. Pallman . . .	New Haven	166 Carlisle st.

Name	Address	
Antoinette E. Parlow . . .	<i>New Haven</i>	134 De Witt st.
Minnie A. Porter . . .	<i>Amenia Union, N. Y.</i>	
Katharine M. Prior . . .	<i>Wallingford</i>	226 South Colony st.
Annie L. Roberts . . .	<i>Bridgeport</i>	R. F. D. No. 2
Margaret F. Ryan . . .	<i>Danbury</i>	Box 401
Minnie M. Sherwood . . .	<i>Southport</i>	
Laura M. Sloat . . .	<i>Stamford</i>	
Florence M. Smith . . .	<i>West Haven</i>	114 Court st.
Mary A. Sponheimer . . .	<i>Ansonia</i>	21 Sixth st.
Abbie L. Springfield . . .	<i>New Haven</i>	71 Dickerman st.
Ruby V. Thorpe . . .	<i>North Haven</i>	
Carolyn S. Tibbals . . .	<i>Milford</i>	
Helen E. Tonkin . . .	<i>Ansonia</i>	1 Holbrook st.
Carolyn W. Tripp . . .	<i>New Haven</i>	475 Winthrop ave.
Addie Ward . . .	<i>Northford</i>	
Agnes M. Welch . . .	<i>East River</i>	
Margaret A. Welch . . .	<i>New Haven</i>	672 Whitney ave.
Adah M. Wolcott . . .	<i>Bridgeport</i>	621 State st.
Cornelia M. Young . . .	<i>Newtown</i>	

June, 1901

Mattie L. Adams . . .	<i>New Haven</i>	175 Grand ave.
Yetta H. Adler . . .	<i>New Haven</i>	106 Greene st.
Maude Bassford . . .	<i>Ansonia</i>	214 North State st.
Ruth M. Bené . . .	<i>Bridgeport</i>	R. F. D. No. 4
Jessie Benedict . . .	<i>Norwalk</i>	5 Elm st.
Bessie H. Birge . . .	<i>Southport</i>	
Florence M. Bishop . . .	<i>East Morris</i>	
Angela M. Blondin . . .	<i>New Haven</i>	159 Dover st.
Emma A. Bouton . . .	<i>South Norwalk</i>	63 Spring st.
Katharine A. Brennan . . .	<i>New Haven</i>	248 Chapel st.
Lulu A. Brett . . .	<i>New Haven</i>	36 Gilbert ave.
Alice E. Bridgett . . .	<i>Wallingford</i>	
Mabel G. Bright . . .	<i>New Haven</i>	310 Elm st.
William Capel . . .	<i>Newington Junction</i>	
Daisy I. Carde . . .	<i>Shelton</i>	R. F. D. No. 8
Katherine A. Carey . . .	<i>Rockville</i>	16 Gaynor place
Mary C. Carroll . . .	<i>Wallingford</i>	
Mary E. Casey . . .	<i>Kent</i>	
Addie M. Chapin . . .	<i>Lakeville</i>	
Helena G. Clancy . . .	<i>Danbury</i>	Golden Hill
Emma L. Coe . . .	<i>Long Hill</i>	
Teresa A. Conboy . . .	<i>New Haven</i>	225 Portsea st.
Mary J. Corcoran . . .	<i>Westerly, R. I.</i>	

Name	Address	
Alice M. Cronan . . .	New Haven	17 Compton st.
Jane H. Curran . . .	New Haven	38 Lake place
Margaret L. Deegan . . .	Naugatuck	Box 177
Anna S. L. Drake . . .	West Haven	678 Savin ave.
Ada R. Evarts . . .	Clinton	
Mabel E. Everding . . .	Pike Station, N. H.	
Elizabeth M. Feeney . . .	New Haven	155 Putnam st.
Alice R. Finnegan . . .	New Haven	575 State st.
Ella M. Gilbert . . .	New Haven	296 Congress ave.
Minnie E. Hanrahan . . .	Stamford	
Agnes M. Healey . . .	Ansonia	64 Platt st.
Marion G. Hynes . . .	South Meriden	
Mary A. Joyce . . .	New Haven	241 Washington ave.
Catherine E. Kelleher . . .	Seymour	
Maude S. Kelley . . .	New Haven	47 Atwater st.
Anna V. Kenney . . .	New Haven	125 Ward st.
Marie W. King . . .	Saybrook	
Mary Florence MacDer-		
mott . . .	New Haven	268 Orchard st.
Emma F. MacHugh . . .	Meriden	311 Center st.
Mary V. McCarry . . .	Fairfield	Box 318
Julia E. McGuinness . . .	Stamford	10 Orchard st.
Josephine C. Meyer . . .	Tyler City	
Mary C. Minor . . .	New Haven	123 Columbus ave.
Mary J. Mooney . . .	North Madison	R. R. No. 2
Edith E. Morse . . .	New Haven	246 Ferry st.
Mary A. Norton . . .	Wallingford	
Eleanor M. O'Keefe . . .	New Haven	817 Orange st.
Cecile S. Osborn . . .	East Norwalk	
Bessie P. Otis . . .	Orange	
Florence E. Peck . . .	New Haven	753 George st.
Anna F. Pierce . . .	South Norwalk	
Josephine M. Powers . . .	New Haven	318 Orange st.
Ethel F. Prince . . .	New Haven	22 Clinton ave.
Alice L. Prindle . . .	Sharon	
Grace E. Roche . . .	Wallingford	
Elsie M. Sanford . . .	Redding Ridge	
Clara J. Shanley . . .	New Haven	547 Orange st.
Edith B. Shillitto . . .	New Preston	
Nancy J. Smith . . .	West Haven	37 Fourth ave.
Mae F. Stanton . . .	New Haven	300 Townsend ave.
Florence A. Stone . . .	New Milford	
Mary A. Sullivan . . .	Stamford	71 Elm st.
Mary H. Treat . . .	Oxford	Box 35
Ina G. Tuttle . . .	North Haven	

Name	Address
Alice M. Walsh . . .	<i>Waterbury</i>
Emily Wieser . . .	<i>New Haven</i> 209 Edgewood ave.
Mabel A. Wilhelmy . .	<i>Milford</i>
Agnes B. Williamson . .	<i>Bethel</i>
Susanna Wixted . . .	<i>Danbury</i> 14 South st.

June, 1902

Flora Bartle . . .	<i>Lakeville</i>	
Dorenda W. Beckett . .	<i>Yalesville</i>	
Lucy M. Bishop . . .	<i>Clintonville</i>	
Eleanor Booth . . .	<i>New Haven</i>	285 Orchard st.
Gertrude E. Botsford . .	<i>New Haven</i>	446 Elm st.
Mary C. Boyle . . .	<i>New Haven</i>	104 Portsea st.
Mary F. Brown . . .	<i>Wallingford</i>	14 Williams st.
Susan M. Burr . . .	<i>Guilford</i>	Box 147
Martha B. Chambers . .	<i>New Haven</i>	116 Carmel st.
Julia L. Clark . . .	<i>New Haven</i>	350 Howard ave.
Catharine L. Collins . .	<i>Pine Meadow</i>	
Maud J. Condren . . .	<i>New Haven</i>	72 Hamilton st.
Clara Day . . .	<i>South Norwalk</i>	3 Van Zanett ave.
Jean Demarest . . .	<i>New Haven</i>	299 Edwards st.
Ruby H. Dickinson . . .	<i>South Britain</i>	
Alice L. Dudley . . .	<i>Guilford</i>	
Anna A. Egan . . .	<i>New Haven</i>	
Fannie L. Elwell . . .	<i>West Haven</i>	cor. Thomas st. and Campbell ave.
Alice M. Falken . . .	<i>Stratford</i>	Box 240
Irene M. Falken . . .	<i>Stratford</i>	Box 240
Alice M. Gates . . .	<i>New Haven</i>	354 Davenport ave.
Grace S. Gilbert . . .	<i>Wallingford</i>	
Eulalia L. Gilhuly . . .	<i>New Haven</i>	118 Hamilton st.
Mary C. Gleeson . . .	<i>New Haven</i>	690 State st.
Lena J. Gorham . . .	<i>Westville</i>	Wintergreen ave.
Josephine W. Griffin . .	<i>South Portland, Me.</i>	
Elizabeth W. Griggs . .	<i>New Haven</i>	414 Crown st.
Alice F. Harten . . .	<i>New Haven</i>	124 Haven st.
Ellen C. Herbert . . .	<i>New Haven</i>	118 Hamilton st.
May W. Herbert . . .	<i>New Haven</i>	117 Newhall st.
Mabel I. Hosking . . .	<i>New Haven</i>	263 Howard ave.
Sarah M. Hurley . . .	<i>Shelton</i>	
Dora V. Hyland . . .	<i>New Haven</i>	797 State st.
Christine A. Kahl . . .	<i>Wallingford</i>	
Louise Larrauri . . .	<i>South Norwalk</i>	34 Woodward ave.
Mary E. Leahy . . .	<i>Ansonia</i>	

Name	Address	
Maude E. Lincoln . . .	Bridgeport	
Hattie M. Lineburg . . .	Derby	45 Fifth st.
Grace H. Linton . . .	New Haven	57 Nicoll st.
Margaret C. MacDonald . .	Ansonia	
Edith J. Mather . . .	Old Lyme	
Rosamond V. McCormick	New Haven	148 Putnam st.
Nora M. McDonald . . .	Bethel	
Julia M. McGinn . . .	South Norwalk	43 Cedar st.
Grace V. McGrail . . .	New Haven	17 Home place
Mary J. McLaughlin . . .	New Haven	40 Gregory st.
Genevieve G. McMahon . .	Ansonia	88 Liberty st.
Mabel I. McMahon . . .	New Haven	162 Blatchley ave.
Helen McNish . . .	Ansonia	120 Clifton ave.
Lillian K. Murphy . . .	New Haven	27 Asylum st.
Eleanor M. Norris . . .	Milford	
Alice Peck . . .	Mt. Carmel Center	
Bertha Y. Platt . . .	New Haven	274 Edgewood ave.
Grace B. Platt . . .	New Haven	64 Asylum st.
Anna B. Read . . .	West Haven	
Helen C. Reese . . .	Stamford	35 Myrtle ave.
Anna E. Reilly . . .	New Haven	91½ Greene st.
Alice F. Rider . . .	East Norwalk	43 Maple ave.
Minnie C. Riley . . .	New Haven	197 De Witt st.
Effie M. Roberts . . .	Stamford	Fairfield ave.
Bertha M. Rochfort . . .	New Haven	
Josephine L. Root . . .	Stratford	Box 192
Mabel F. C. Root . . .	Milford	
Amelia M. Scobie . . .	Orange	
Ethel L. Scofield . . .	West Haven	6 Candee ave.
Robert G. Sherman . . .	Bridgeport	R. F. D. No. 5
Frances J. Shortall . . .	Ansonia	48 Platt st.
Alice Slater . . .	Colchester	Box 65
Carrie L. Stone . . .	Kent	
Josephine G. Sullivan . .	Ansonia	16 Root ave.
Rebecca D. Townshend . .	New Haven	
Fannie Treat . . .	New Haven	69 Dickerman st.
Julia A. Walsh . . .	Ansonia	
Mary A. Ward . . .	New Haven	171 Chestnut st.

INDEX TO GRADUATES

NEW BRITAIN

Abbott	Alvarez	Babcock	Barchfeld
1872 Hattie L.	1885 Dominga C.	1893 Lauretta H.	1897 Helen M.
1887 Lizzie E.		1901 Agnes K.	
1891 Alvaretta P.	Ambler	Backus	Barker
Abell	1892 Maude S.	1888 Belle F.	1892 Ella L.
1893 Margery	Amidon	1890 May J.	Barnes
Abernethy	1858 Gilbert E. S.	Bacon	1873 Kilmeny
1888 S. Emir	Anderson	1897 Jennie V.	1878 Carrie S.
Abets	1886 Barbara A.	Bailey	1878 Fred B.
1897 Henrietta M.	1898 Mary F.	1876 Annie K.	Barnum
Adams	1902 Olive	1876 Hannah F.	1877 Cora A.
1874 Lottie E.	Andrews	1899 Mabel U.	1889 Laura C.
1882 Helen H.	1876 Lilla B.	Baird	1897 Agnes C.
1887 Bertha M.	1887 Jennie	1855 Martha M.	Barrett
1890 Mary M.	1888 Gertrude A.	1860 Anna A.	1859 Thomas E.
1899 Mabel H.	1892 Helen F.	Baker	Barry
Agard	Arms	1854 Alden A.	1891 M. Josephine
1880 Abbie M.	1885 Millie	1875 Jennie E.	Bartholomew
Ahern	Armstrong	Balch	1853 Jane A.
1892 Alice J.	1893 Isabella J.	1896 Elizabeth	1860 Harriet N.
1897 Margaret G.	Arnold	Baldwin	1863 Theresa R.
Aherne	1864 Sarah J.	1855 Jane D.	Bartlett
1895 Anna J.	1890 Edith M.	1859 Elizabeth	1872 Josephine A.
Alken	1901 Maude E.	1867 Mary E.	Bartliff
1860 Sarah F.	Ashton	1871 Frank H.	1893 Emma F.
Aldrich	1874 Annie L.	1874 Nellie F.	Barwald
1889 Edith L.	Atkins	1880 Eleanor F.	1896 Sarah A.
Alexander	1871 Ella V.	1885 Luella J.	Bass
1872 Elizabeth M.	Atwood	1888 Laura H.	1883 Gertrude M.
Allen	1866 M. Jennie	1894 Melvina C.	Bassett
1871 Celia A.	1879 Kate M.	Ball	1853 Ebenezer D.
1883 Grace L.	1890 Evelyn E.	1875 Mary A.	1860 Mary E.
1885 Amanda	1902 Florence E.	Nettie	1890 Lottie B.
1885 May L.	Augur	Ballou	Bassette
1888 Bertha	1867 Edwin P.	1877 Alice A.	1853 Maria E.
1888 Mary E.	1867 Lucy E.	Bancroft	1858 Annie L.
1889 Hattie L.	Averill	1895 Bertha L.	Bates
1890 Mary E.	1890 Clara	Banks	1884 Effie C.
1892 Carrie S.	Avery	1890 Jennie M.	1902 Cornelia M.
1894 DeWitt C.	1873 John D.	Bannell	Baxter
1902 Fannie B.	1874 Jerusha P.	1891 Bertha J.	Hattie K.
Allison	1895 Mabel E.	Barber	Beach
1902 Annie M.	Ayer	1891 M. Jessie	1875 Ella M.
Allworth	1872 Frances A.	1893 Lucretia J.	1875 Mary O.
1893 Ida B.	Babbitt	1894 Nellie M.	1893 Ida L.
Allyn	1880 Eugene H.	1900 Amy S.	Beale
1878 Maria M.		1901 Edith M.	Florence P.
1889 Elizabeth L.		Barbour	
1891 Grace M.		1897 Grace M.	

Beard	Bingham	Botelle	Brooks
1882 Nellie C.	1874 Clarence A.	1896 Myrtle L.	1857 Cynthia E.
1880 Flora	1880 Elizabeth H.		1900 Anna
1898 Phebe M.	1886 Alice E.	Botsford	1908 Abbie B.
Beardsley	Birdsey	1883 Ida J.	Brosmith
1874 Ella A.	1875 Bessie C.	1902 Elsie P.	1902 Amie M.
1882 Edward G.	1876 Hattie M.	Bow	Brown
1888 Bertha L.	1894 Lucy E.	1892 Margaret E.	1865 Jennie
1900 Mary A.	Birge	Bowers	1867 L. Marie
Beasley	1886 Alice E.	1892 Mary C.	1870 Harriet E.
1902 Laura M.	Birtles	1893 Bertha N.	1873 Louise E.
Beattie	1894 Rosa E.	1895 Grace H.	1877 Fannie L.
1900 Sarah E.	Bishop	Bowman	1878 Fannie P.
Beckley	1858 Sherman B.	1871 John R.	1880 Sarah A.
1896 Ella J.	1876 Minnie A.	1900 Maud F.	1881 Eleanor G.
Beckwith	1877 Carrie E.	Boyle	1881 Hattie L.
1877 Ella M.	1879 Charles L.	1894 Katherine L.	1882 Emma F.
Bedell	1892 Jessie R.	Bracken	1882 Sara H.
1883 Laura E.	1901 Mary L.	1890 Augusta F.	1887 Bertha C.
Beeman	Bissell	Bradin	1889 Emma F.
1874 Annie E.	1875 Robert P.	1901 Sophie J.	1890 Lily C.
Beers	1876 Abbie I.	1901 Annie S.	1891 E. Ine
1859 Cornelia B.	Bixby	Bradley	1891 Fanny P.
1875 Frank A.	1879 Eleanor L.	1873 Annie E.	1891 Maud L.
1890 Jennie F.	Black	1875 Hattie E.	1894 Edna L.
Begley	1875 Emilie C.	1876 Ida E.	1895 Julia
1893 Delia G.	1898 B. Lavinia	1876 Mary	1896 Harriet E.
Behriah	1898 Harriet F.	1885 Mary A.	1899 Lorraine S.
1886 Clara	Blackwell	1897 Grace A.	1900 Margaret S.
Belden	1898 Effie D.	Brady	1901 Ella A.
1863 Edda	Blake	1899 Katherine E.	1901 G. Vivian
Bell	1893 Mary J.	Bragaw	1902 Junie Mae
1887 Grace L.	1896 Alice J.	1886 Carrie W.	Browne
1891 Minnie M.	Blakeman	Brainard	1901 Etta L.
Benedict	1856 Betsey C.	1896 Ursula H.	Brownell
1883 Ida F.	Blatchley	Bramley	1851 Franklin C.
Benham	1871 Ella Z.	1901 Harriet B.	Bryan
1900 Kate M.	Bliss	Brannan	1891 Charlotte P.
Bennett	1880 Harriet C.	1891 S. Louise	Bryant
1892 Annie	1883 Louise M.	Breed	1871 Hannah W.
1892 Cora M.	Bluntach	1880 Charles W.	Bubser
Bickett	1894 Margaret A.	Brewer	1893 Anna A.
1877 Margaret C.	Boardman	1854 Emma W.	Buck
Bicknell	1853 Nathaniel C.	Bridge	1873 Sarah A.
1893 Ellen H.	1895 Albert	1882 Sarah W.	Buckingham
Bidwell	Bodurtha	Bristol	1854 Sarah A.
1892 Delia M.	1900 Mildred F.	1873 Thomas D.	Buckley
1896 Ida L.	Bonney	1875 Ida A.	1887 Flora E.
Bielby	1867 Jane S.	Britton	Buell
1899 Atala P.	1884 Mary A.	1901 A. Gertrude	1870 Cyrus W.
Bigelow	Borland	Brock	1871 Andrew
1888 Julia E.	1896 Jennie	1898 Nellie S.	1894 Julia E.
1896 Bessie I.	Borst	Brockway	1897 Edna R.
Billings	1889 Alice G.	1864 Kathleen	Buffington
1874 Nathan C.	Boss	1887 Bertha L.	1899 Eva M.
	1871 Alice A.	Bronson	Bulkley
		1871 Laura E.	1879 Nettie S.
			1900 Christina S.V.
			Bull
			1889 Mary A.
			1894 Adelia F.
			Bunce
			1866 Abbie M.

- Bunnell**
 1884 Alice L.
 1885 C. May
 1890 Maude A.
 1897 Julia A.
- Burd**
 1900 Harriette H.
- Burke**
 1899 Elizabeth J.
- Burnham**
 1891 Isabella
 1893 Harriet E.
- Burr**
 1873 Adele J.
 1878 Mary J.
 1901 Grace M.
- Burrell**
 1901 Minnie
- Burritt**
 1886 Lillie B.
- Bush**
 1873 Celeste E.
- Butler**
 1857 Maria A.
 1864 Prudence M.
 1866 Lottie D.
 1875 Ernest P.
 1891 Kate L.
 1893 Lottie A.
 1897 Frances A.
- Butterfield**
 1900 Marion L.
- Button**
 1889 Myrtle A.
- Butts**
 1862 Asa K.
 1863 Kate
- Buxton**
 1883 Ella F.
- Byrne**
 1901 Elizabeth A.
- Cady**
 1901 Mary E.
- Caldwell**
 1881 Hattie K.
- Calhoun**
 1877 Mary R.
 1899 Florence E.
- Callahan**
 1883 Kate A.
- Callen**
 1878 Mary A.
- Camp**
 1851 Leverett L.
 1853 Alfred E.
 1853 Mary J.
 1857 Lewis A.
 1863 Ellen R.
- 1881 Charlotte L.
 1886 Augusta L.
 1897 Florence A.
 1899 Grace L.
- Campbell**
 1859 Anna M.
 1864 Addie P.
 1890 Anna B.
 1893 Sarah G.
- Candee**
 1855 Roxy
- Cannon**
 1853 Ibri, Jr.
 1883 John B.
- Carberry**
 1888 Lucy P.
- Carlson**
 1876 Bridget T.
 1877 Nellie J.
- Carmody**
 1894 Elizabeth A.
- Carpenter**
 1858 Anna E.
 1870 Sarah F.
 1901 Alice L.
- Carr**
 1873 Jennie L.
- Carrington**
 1897 Nellie T.
- Carroll**
 1886 Emma M.
 1886 Jennie L.
 1888 Ruth W.
 1890 Nellie E.
 1895 Stella W.
 1900 Sara B.
- Carter**
 1854 Emma C.
 1858 Anna A.
- Cartwright**
 1887 Emma L.
- Cary**
 1864 Carrie T.
- Case**
 1867 Susan B.
 1888 Julia E.
- Casey**
 1894 Nellie J.
- Cashman**
 1891 Nellie M.
 1897 Catherine R.
- Caswell**
 1883 Bertha M.
- Catlin**
 1860 Mary L.
- Caulkins**
 1878 Minnie E. L.
- Chadeayne**
 1887 Jane E.
- Chamberlain**
 1880 Minnie B.
 1898 Grace
- Chamberlin**
 1858 Sarah H.
- Champion**
 1901 Florence J.
- Champlin**
 1898 Lottie M.
- Chapin**
 1888 Jennie E.
 1894 Martha B.
 1897 Gertrude L.
- Chapman**
 1871 Kate E.
 1873 Belle B.
 1876 Sarah
 1883 Amasa S.
 1883 Phebe E.
 1895 Lucy E.
- Charter**
 1879 Minnie R.
- Chase**
 1888 He ena E.
- Cheney**
 1892 Frances E.
- Cheseboro**
 1857 Frances
- Chester**
 1857 Annie M.
- Chidsey**
 1889 Edith R.
- Chinery**
 1882 Edith J.
- Chittenden**
 1864 Henry S.
- Christiansen**
 1899 Katrina
- Church**
 1878 Ellen J.
 1889 Edith A.
- Churchill**
 1875 Prudie W.
 1881 Annie C.
- Cilley**
 1881 E. Gertrude
- Clancy**
 1892 Nora E.
- Clapp**
 1899 Grace L.
- Clark**
 1853 C. Goodwin
 1867 A. Eugenia
 1875 Alonzo N.
 1879 Hattie E.
 1884 Belle M.
 1892 E. Abbe
 1895 Anna May
 1897 Isabel S.
- 1898 Sophie D.
 1899 Mary
 1900 Alice P.
 1901 Alice M.
 1901 Elizabeth M.
- Clarke**
 1853 S. Adeline
 1874 Mary G.
 1876 L. McKibbie
 1860 Julia A.
 1862 Huber
 1887 Walter E.
 1889 Winnibelle
 1892 Minnie L.
- Clary**
 1889 Lila F.
 1899 Mabel
- Claven**
 1892 Margaret I.
- Cleasby**
 1901 Elizabeth
- Cleveland**
 1877 Elizabeth W.
 1877 Mary
- Clements**
 1859 Mary H.
- Clifford**
 1894 Josephine A.
- Glow**
 1901 Anna P.
- Coakley**
 1878 Julia A.
- Cobb**
 1898 Edna J.
- Cobey**
 1877 Alice J.
 1888 Lucy E.
 1897 Susie R.
- Codaire**
 1902 Bessie H.
- Coddling**
 1889 Nellie A.
- Cody**
 1890 Lillian M.
 1897 Helen T.
- Cohn**
 1886 Minna K.
- Coleman**
 1889 Mary E.
- Collins**
 1902 Viola I.
- Colton**
 1865 Clar. W.
 1874 Florence E.
- Comstock**
 1874 Minerva E.
 1874 Rebecca E.
 1876 Carrie
 1899 Blanche A.
 1899 Cora S.
 1901 Harriet A.

Condell	Crampton	Daskam	Dickinson
1889 Catharine M.	1882 Clara B.	1899 Valina W.	1874 S. Anna
Condren	1895 Ruth S.	Dates	1876 Nellie J.
1895 Elizabeth A.	Cristy	1892 Bertha S.	1902 Florence M.
Cone	1865 Helen W.	Davenport	Dodd
1883 Jessie M.	1889 Martha W.	1866 W. W.	1893 Mary I.
1894 Emma L.	Cross	1890 Kate I.	1900 M. Estelle
Conklin	1901 Mary T.	Davis	Doherty
1883 Annie E.	Crouse	1876 Rebecca C.	1901 Ella M.
1894 Annie E.	1900 Emma M.	1890 Gertrude C.	Donaldson
Connor	Crowell	1896 Florence L.	1896 Minnie R.
1897 Mary F.	1896 Lottie A.	Dawson	Donovan
Connell	Crowley	1871 Helena R.	1900 Margaret
1902 Cora M.	1886 Annie G.	Day	1901 Anna Z.
Conway	Cryer	1862 Carrie E.	Dooley
1902 Katharine G.	1871 Josephine	1896 Rose E.	1877 Mary A.
Cook	Culhane	1897 Lena L.	Doolittle
1874 Carrie L.	1900 Jennie E.	Dayton	1895 Helen C.
1892 Sarah E.	Cummings	1864 Carrie F.	1896 Viola A. N.
Cooke	1893 Rose A.	1900 Grace H.	1898 Ruth M.
1897 Grace A.	Cunningham	Dean	Dorsey
Cooley	1879 Carrie A.	1872 Calista A.	1888 Mary A. R.
1893 Emma J.	Curran	Dearborn	Dowd
Cope	1900 Elizabeth M.	1858 J. G.	1874 Louise H.
1894 Grace M.	Curtin	DeBank	1890 Grace E.
1897 Catherine P.	1902 Helena F.	1897 Clarissa	Dowling
Copley	Curtis	Decker	1890 Jennie R.
1889 Carrie B.	1861 Augusta L.	1896 Kate E.	Downs
Corbin	1877 Louise W.	Defendorf	1876 Ellena A.
1864 Mary J.	1888 Fannibelle	1901 A. Gertrude	Downton
1892 Minnie B.	Curtiss	Deming	1893 Lucy
Corey	1874 Hannah A.	1878 Francis	Doyle
1883 Grace A.	1874 Isadora L.	1882 Clara A.	1890 Julia H.
Cornelius	1887 Ella M.	1886 Nellie L.	Dudley
1896 Isabella C.	1888 Frederick A.	1898 Edyth M.	1860 Charles S.
Cornwell	1895 Miriam B.	1901 Elsie	1871 Elvira P.
1851 Ellen S.	Cushman	Denison	1875 Kate B.
Cotter	1885 Florence A.	1875 Harriet B.	1876 Rosa W.
1876 Mary L.	Cuzner	1892 Jessie K.	Duff
Cottle	1892 Laura J.	De Vanna	1882 Annie P.
1894 Amy N.	Dagnall	1902 Mary E.	Duggan
Covell	1893 Marie A.	Devitt	1902 Anna M.
1887 Jane C.	1894 Nellie G.	1894 Bridget C.	Dunbar
Cowell	Dalley	1895 Margaret M.	1896 Jennie
1854 Ellen L.	1885 Mary E.	Devon	1902 Effie B.
Cowles	Dakin	1887 Henrietta C.	Dunham
1863 Annie L.	1893 Clare M.	Dewey	1856 Elizabeth
1874 Mary C.	Dalzell	1878 Helen S.	1867 Sylvester C.
1886 Helena D.	1892 M. Anna	DeWolfe	1893 Alice G.
1889 Lillian M.	Daniels	1881 Annie G.	Dunlap
1900 Florence A.	1873 Ella M.	Dibble	1893 Lucy W.
Cram	1881 P. Augusta	1902 Jean P.	Dunsing
1877 Carrie E.	1884 Ida L.	Dickerman	1893 Clara A.
Cramer	1889 Nellie M.	1875 Cora	Durgy
1901 C. Esther	Darrow	Dickenson	1875 Eva C.
	1880 Emilie H.	1899 Elizabeth C.	

- Dustan**
1895 Gertrude L.
- Dutting**
1892 Frances E.
1900 Mary T.
- Dutton**
1855 James R.
- Dwyer**
1901 Nellie C.
- Dyer**
1861 Wm. Henry
- Dyson**
1891 Sarah H.
- Eddy**
1859 Louise M.
- Egan**
1888 Katharine E.
1893 Margaret A.
- Eggleston**
1901 Nina L.
- Ehbbets**
1899 Claudia E.
- Ellis**
1897 Mary I.
- Ellsworth**
1887 Kate L.
- Elaner**
1908 Belle
- Ely**
1859 Dwight
1863 Isabel L.
1872 Edna J.
1874 Clarence M.
1880 Laura A.
- Emmons**
1875 Gertrude E.
1885 Hattie O.
- Engel**
1900 Minnie O.
- English**
1901 Alice M.
- Ensign**
1871 Sarah J.
1889 Mary A.
- Ericson**
1891 Anna E.
- Ericsson**
1891 Jennie A.
- Evarts**
1875 Leroy C.
- Evenden**
1887 Winnie S.
- Fagan**
1899 Mary A.
1902 Anna J.
- Fahey**
1886 Margaret G.
1890 Sarah H.
- Fairchild**
1892 Edith
- Fales**
1883 Rachel H.
- Fancher**
1900 Georgia C.
- Farley**
1895 Alice T.
- Farnen**
1874 Ellen M.
- Feibel**
1896 Amalie
- Felt**
1890 Annie S.
- Fenn**
1879 Ida J.
1887 M. Gertrude
1892 Bessie M.
- Fennelly**
1888 Eleanor L.
- Fenton**
1886 Minnie A.
- Fernquist**
1892 Hilma C.
- Ferris**
1881 Mary E.
1886 Ivanor B.
- Ferriss**
1896 Minnie A.
- Fichtner**
1899 Charlotte
- Flier**
1889 Emma R.
- Fellow**
1856 George
- Finley**
1884 Mary A.
1886 Nellie E.
- Finnigan**
1896 Mary A.
- Fish**
1888 Emma W.
1900 Nellie E.
- Fisher**
1899 Florence L.
- Fitch**
1874 Sarah E.
- Fitzgerald**
1899 Minnie W.
1900 Teresa I.
1901 Josephine F.
- Fitzpatrick**
1889 Charlotte V.
- Flaherty**
1900 Elizabeth G.
- Fletcher**
1885 Alice
- Flinn**
1874 Eva L.
- Flynn**
1886 Elizabeth D.
1889 Bessie H.
1892 Elizabeth L.
1897 Jane C.
1899 Anna F.
- Foley**
1895 Helen C.
1902 Helen V.
- Footo**
1897 Alice P.
1899 Florence
- Forbes**
1874 Ella M.
1890 Ellen A.
- Ford**
1898 Alice S.
- Fordham**
1888 Ida E.
- Forsman**
1892 Agnes
- Foster**
1859 Calvin C.
1890 Edith C.
1891 Mary E.
1899 Mary E.
- Fowler**
1860 Anson F.
- Fox**
1870 Ellie E.
1874 John M.
1893 Grace E.
1902 Agnes M.
- Francis**
1875 Carrie S.
1887 Mary R.
1892 Emma L.
1892 M. Addie
1900 Lena B.
- Frazier**
1896 Jennie M.
- Freeman**
1875 Hattie E.
1878 Ella L.
1879 Anna E.
1879 Ida F.
- Frey**
1900 Mabel R.
- Frink**
1893 Mary C.
- Fuller**
1892 Margaret C.
1900 Olive A.
1901 Lula E.
- Furey**
1890 Elizabeth M.
- Gaffney**
1860 John S.
1878 Joanna E.
1894 Mary A. J.
- Gallagher**
1896 Maggie V.
1902 Helen M.
- Gallup**
1864 Olive D.
1882 Ellen
1887 Caroline A.
1893 Anna B.
1895 Bessie M.
- Galvin**
1898 Margaret R.
1900 Nellie A.
- Gard**
1891 F. Ione
- Gardner**
1877 Rosa A.
1879 Addie M.
1884 Mary E.
1889 Frances P.
- Garland**
1883 Mary A.
- Garrette**
1875 Adela E.
- Gates**
1893 Edith S.
- Gauthier**
1894 Mary B.
- Gay**
1894 Ella B.
1897 Laura E.
- Gaylord**
1901 Mary M.
- Geer**
1889 Eliza S.
- Geraghty**
1902 Helen J.
- Gerard**
1892 Grace A.
- Gifford**
1875 Ella D.
- Gilchreest**
1897 Alice I.
- Gill**
1885 Esther D.
- Gillette**
1896 V. Edith
- Gilligan**
1892 Elizabeth F.
- Gilliland**
1902 Caroline E.

Gillum	Grant	Guion	
1892 Minerva M.	1902 Marion E.	1855 J. Marshall	1879 Cora A.
Gilmore	Granville	Gustafson	1883 Anna S.
1890 Jessie C.	1884 Nella R.	1899 Agnes C.	1886 Estelle M.
Glahenan	Gray	Guttman	1889 Eleanor P.
1898 Mary A.	1880 Jessie S.	1894 Alice M.	Hartson
Gladden	1887 Janet E.	Hackett	1864 Sarah D.
1893 Florence M.	1897 Jessie M.	Katherine A.	Hartstall
Gladwin	1898 Alice Maude	1891 Sadie C.	1877 Rose
1854 George E.	Greene	Hadley	Hastings
1887 Carrie C.	1866 J. Newton	1892 Anna	1899 A. Louise
Glazier	1875 Fannie A.	Hagarty	Hatch
1895 H. Viola	1892 Mary E.	1901 Eleanor M.	1892 Annie W.
1900 Clara M.	Gregory	Hall	Hatheway
Gleason	1874 Mattie W.	1856 Mary	1892 Etta B.
1875 Helen A.	Grew	1877 Jane E.	Haugh
Glen	1855 Susan E.	1881 Julia M.	1888 Katharine A.
1893 Christine F.	Gridley	1882 Mary F.	Havens
Glover	1875 Jennie S.	1889 Nettie E.	1854 Elizabeth R.
1861 Martin V. B.	1890 Maude L.	1891 Eda L.	1893 Mary A.
Gold	1892 Edith M.	Hamilton	Hawkins
1893 Cassie L.	Griffiths	1898 Georgia B.	1892 Alice S.
Golding	1902 Mary E.	Hamm	Hawley
1892 Ada H.	Griffin	1892 S. Pearl	1876 Jeannie M.
Golway	1872 Jennie S.	Hammond	1890 Harriet B.
1880 Lizzie J.	1893 Sarah L.	1881 Clara M.	1892 Grace M.
Goodell	Griggs	1894 G. Lilian	Hayes
1873 James F.	1901 Susan L.	Hance	1855 Susan J.
Goodenough	Griswold	1893 Sadie M.	1861 Adeline C.
1902 Florence	1867 Robert S.	Hanford	1891 Stella E.
Goodrich	1872 Ida L.	1856 Sarah E.	Hazell
1889 Mary E.	1874 Katie M.	Hanna	1873 Thomas E.
Goodwin	1878 Ella M.	1881 Mary J.	Hazen
1856 Elizabeth J.	1879 Ida	1887 Lizzie J.	1896 Lucy A.
1878 Alice L.	1882 Florine A.	1891 Leonora S.	Hellon
Goodyear	1887 Sarah L.	Hansen	1893 Margaret T.
1885 Edith	1888 Charlotte L.	1895 Anne Marie	Hellman
Gorman	1889 Elizabeth H.	Harger	1896 Minna
1891 Mary C.	1889 Nellie L.	1856 Henry	Henderson
Gorton	1893 Leonora A.	Harper	1897 Annie H.
1885 L. Belle	1894 Catherine R.	1890 Mary E.	Henebry
Goslee	1895 Jessie D.	1893 Mary E.	1900 Lauretta M.
1874 Belle E.	1895 Alice	1902 Rachel	Henry
Gould	1895 Irene O.	Harris	1855 Abby E.
1892 Jeannette E.	1898 Anna B.	1866 David H.	1856 Esther
Graeber	1899 Ida M.	1866 George W.	Herring
1894 Antonie D.	1902 Mary E.	1898 Edna M.	1898 Jessie M.
1901 Magdelene C.	Guernsey	1902 Hattie F.	Herrick
Gragg	1894 Mabel A.	Harrington	1899 Electa M.
1876 Carrie L.	Guild	1902 Gertrude M.	Hertel
Granger	1874 Frank E.	Harrison	1871 Minna H.
1901 Edith E.	Gulfoil	1854 Elneline	Hibbard
Granniss	1886 Annie L.	1902 Mabel T.	1861 Frances A.
1898 Susie I.	1891 Kate E.	Hart	1896 Mary F.
	Guinan	1855 Jane A.	Clickox
	1886 Theresa V.	1857 Harriet L.	1890 Eva A.
	1891 Mary E.	1866 Mary P.	1897 Calla C.
	1899 Louise J.	1877 Nellie W.	

- Higby**
1875 Almira
- Higginbotham**
1877 Henry
- Higgins**
1856 S. Josephine
1898 Grace A.
- Hill**
1857 Mary E.
1875 Lucy B.
1879 Ida A.
1888 Sarah M.
1892 Maude M.
- Hills**
1855 Albert A.
1874 Nellie E.
1895 Bertha M.
1895 Myra G.
- Hinchcliff**
1887 Mary E.
- Hine**
1876 Annie
1887 Mary S.
- Hines**
1902 Ellen D.
- Hitchcock**
1860 Esther L.
- Hoffman**
1884 Elizabeth M.
- Hogan**
1890 Nellie M.
1896 Elizabeth H.
- Holbrook**
1873 Delaphine A.
1891 Mary C.
- Holcomb**
1857 Lucia F.
1859 Ann Eliza
1888 Mary L.
1893 Fannie A.
1896 Ida G.
- Holland**
1889 Olga C.
- Holley**
1859 Abner B.
1895 Grace R.
1902 Georgia A.
- Hollingworth**
1895 Effie M.
- Hollister**
1893 Loretta P.
1900 Christine
- Holmes**
1875 Ida A.
1891 Alice D.
- Holt**
1862 Charles F.
1875 Hattie E.
- Holzer**
1881 C. Louise
1881 Mary E.
- Honan**
1894 Mary A.
- Hooker**
1892 Georgietta
- Hopkins**
1882 Rosella A.
1892 Mertie J.
- Hoskins**
1885 Bertha L.
1887 Helen F.
- Hotchkiss**
1863 Samuel M.
1863 Louise S.
1875 Julia E.
1882 Estella E.
- Hough**
1873 Alice L.
- Houghmaster**
1900 Stella V.
- Howe**
1881 Mary
1886 Annie I.
1887 Ada E.
1897 Lizzie W.
1899 Minerva
- Hoyt**
1899 Eleanor B.
- Huane**
1899 Margaret E.
- Hubbard**
1861 Abigail
1861 Horace W.
1902 Clara
- Hubbell**
1887 Hattie L.
1888 Jessie L.
1897 Mary J.
- Huested**
1893 Florence E.
1895 Fannie E.
- Hull**
1856 Marietta W.
1879 Alida V.
1883 M. Alina
1883 Mary B.
1889 Sadie
- Hunt**
1879 Julia A.
1883 Emma A.
1898 Lottie E.
- Hunter**
1875 M. Adella
1893 Jeanette B.
1902 Margaret M.
- Huntington**
1873 Ella
- Huntley**
1889 Lucy S.
1890 F. May
- Huntington**
1895 Janet S.
1896 Ella
- Hurlburt**
1874 Kitty M.
- Hutchinson**
1878 Emma F.
1891 Kate W.
1893 Georgiana
1901 Lena A.
- Hyatt**
1897 Grace M.
- Hyde**
1853 Juliette F.
1895 Fannie S.
- Ingalls**
1892 Grace M.
- Ingills**
1896 Euphemia D.
- Irving**
1901 Evelyn
- Ives**
1870 Emma C.
1872 Lizzie G.
- Jackson**
1872 Lois O.
- Jacobi**
1898 Margaret
- Jacobs**
1890 Nellie T.
- Jamison**
1885 Isabella
- Jencks**
1889 Martha A.
- Jenks**
1888 Julia S.
- Jennings**
1862 Simeon H.
1885 Emma J.
1892 M. Emma
1894 Grace M.
1902 Edna
- Jepson**
1902 Mary R.
- Johnson**
1863 James L.
1873 Frank
1880 Hattie M. A.
1884 Carrie C.
1892 Lillian C.
1896 Emma A.
1898 Elizabeth R.
1898 Mabel M.
1898 Sallie M.
1899 Grace M.
1901 Maud I.
- Johnston**
1884 Annie S.
- Jones**
1855 Mary F.
1859 C. Elizabeth
1900 Catherine M.
1901 Clara C.
1902 Mary C.
- Joyce**
1891 Lena P.
1901 Minnie
- Joyner**
1898 Rachel E.
- Judd**
1892 Mary I.
- Judson**
1882 Cornelia
1884 Maria
1900 Sarah P.
- June**
1898 Emma P. A.
- Kahrman**
1898 Nellie E.
- Kalich**
1900 E. Anna
- Kalkoff**
1887 Lillie
- Kane**
1898 Loretta M.
- Kassenbrook**
1902 Anna M.
- Kearney**
1894 Rosa A.
- Keeler**
1883 Nellie A.
- Keenan**
1901 Margaret M.
- Keeney**
1878 Adella N.
1889 Amy L.
- Keller**
1891 Catharine
- Kellogg**
1874 Emily J.
1876 Louise H.
- Kelly**
1894 Josephine F.
- Kelsey**
1896 Charlotte L.
- Kemp**
1889 Edna L.
1892 Myrta E.
- Kennedy**
1866 Anna G.
1892 Annie M.
1896 Ann J. F.

Kenney	Landrigan	Leghorn	Losty
1895 Winifred K.	1902 May A.	1898 Elizabeth K.	1881 Minnie A. E.
Kennicott	Lane	Leigh	1886 Katharine J.
1889 Jessie I.	1886 Edgar H.	Maude I.	Lounsbury
Kenny	1889 Bertha G.	1902 Florence	1889 Anna M.
1889 Ellen A.	1897 Mary F.	Leitzbach	Loveland
1895 Rosamond A.	Lange	1882 Augustus J.	1860 Henry A.
Kerahaw	1890 Emily J.	Leonard	Lovell
1894 Harriet E.	Langdon	1882 Fred S.	1856 Almira
Keyes	1893 Amanda	1893 Bessie N.	1861 Laura G.
1856 Edwin R.	1902 Anna L.	Leppens	Low
1902 Maude V.	Lauphler	1890 Minnie I.	1901 Ellen L.
Kilby	1892 Julia R.	Lester	Lowrey
1881 Eva F.	LaPlace	1894 Mabel E.	1876 Mary E.
Killam	1872 Ida G.	LeVere	Lucas
1873 Julia E.	1881 Bertha L.	1886 Edith A.	1874 Flora H.
Kimberly	Larkin	Lewis	Lydall
1872 Emily L.	1871 Isadore F.	1856 John G.	1879 Olive J.
King	Latham	1879 Lillian H.	Lyman
1900 Rose E.	1890 Florence E.	1884 Lina A.	1881 Jennie C.
Kingsbury	1894 Maude E.	1895 Almira	Lynch
1854 Walter R.	Latimer	Liefeld	1898 May A.
Kingsley	1857 Levi E.	1881 E.Theophilus	Lyon
1901 Gail	Laurie	Lines	1891 Jessie H.
Kiniry	1898 Annie I.	1899 Edith	Mack
1898 Nora R.	1898 Mabel E.	Linsley	1880 C. Fannie
Kinlock	Law	1857 James H.	1882 Mary S.
1898 Mary E.	1872 Jennie E.	1859 John S.	1886 Ella S.
Kinney	Lawler	1877 Louise N.	Madden
1890 Ellen L.	1898 Mary K.	Little	1902 Ella L. J.
1894 Florence E.	Lawson	1879 Payson E.	Magill
Kinsman	1901 Anna E.	1892 Edith E.	1898 Anna J.
1892 Louise H.	Lawton	Littlefield	Maher
Kirk	1895 Caroline L.	1896 Ada D.	1897 Florence B.
1866 Lizzie C.	1900 Mary E.	Lobdell	Mahl
Kirkham	Leahy	1882 H. Angelina	1902 Clara E.
1879 Frances H.	1894 Ellen A.	1894 Bessie F.	Mahler
Kirkpatrick	Learned	Locke	1887 Alice C.
1902 Helen D.	1887 Harriet L.	1899 Alice E.	Mahon
Klinger	Leary	Lockhart	1886 Mary P.
1889 Clara M.	1888 Margaret J.	Lockwood	Maine
Knapp	1901 Maude M.	1889 Clara B.	1879 Hattie A.
1871 Emeline H.	Le Bourveau	Lohman	Mainwaring
1875 Charlotte L.	1901 Maude M.	1901 Louise	1891 May
Kutz	Lee	Long	Mallette
1902 Abbie F. T.	1852 S. H.	1891 Mary A.	1894 Jennie V.
Kyle	1860 Mary V.	Longdon	Maloney
1887 Annie D.	1865 Mary D.	1890 Mary E.	1889 Joie P.
Lacy	1881 Lillian A.	Loomis	Maloy
1896 Mary E.	1885 Abbie S.	1862 Israel F.	1891 Rose A.
Lake	Lees	1890 Herbert N.	1895 Mary A.
1894 Grace E.	1867 John A.	Lord	Maltby
Landers	Leeson	1867 Nellie M.	1894 Lella A.
1889 Bertha E.	1890 Nettie C.	1871 Livingston C.	
	Leete		
	1883 Churilla E.		
	1880 Elizabeth M.		

- Manion**
 1897 Nellie A.
Manley
 1895 Anna L.
Mann
 1863 Margaret M.
Manning
 1873 Josephine
Manross
 1881 Lottie M.
Manwaring
 1855 Daniel H.
 1881 Minnie E.
Maples
 1858 Brainard W.
 1875 Hattie L.
Marble
 1902 Inez C.
Markley
 1879 Grace A.
Marsden
 1897 Susette S.
Marsh
 1882 S. Jennie
 1898 Edena L.
Marshall
 1855 Harriet N.
 1892 Eva L.
 1894 Mary L.
Martin
 1880 Grace
 1889 Edwina B.
 1894 Margaret J.
 1898 Susie M.
Marvin
 1891 Joseph E.
Mason
 1882 Eudora M.
 1892 Mattie E.
 1902 Edith L.
Mather
 1855 Lydia
 1864 Mary B.
 1883 Annie H.
 1893 Nancy E.
Mathews
 1879 Kate A.
Mathewson
 1879 Herbert I.
Maude
 1877 George R.
McArdle
 1888 Mary H.
McArthur
 1874 Elizabeth
McCann
 1895 Catherine E.
- McCarthy**
 1894 Margaret G.
McClure
 1876 Margaret
McConkey
 1894 Eva L.
McDonald
 1897 Edith M.
 1900 Sara G.
McDonnell
 1889 Annie R.
McEvoy
 1895 Nora J.
McGill
 1876 Nellie A.
McGovern
 1898 Elizabeth
McGuire
 1874 Elisha W.
McHugh
 1898 Helena
McIntire
 1899 Alice
McIntyre
 1879 Rose
McKinney
 1899 Fidelia M.
McLean
 1857 Allen
 1858 George G.
 1860 Calvin B.
McLoughlin
 1901 Lillie J.
McMahon
 1888 Margaret C.
 1900 Kate
 1902 Florence
McManus
 1895 Bessie M.
McNamara
 1901 Mary T.
McNal
 1882 Cornelia B.
McNulty
 1894 Annie E.
McRoy
 1867 Margaret J.
McVeagh
 1889 Aretta M.
Meacham
 1894 Caroline E.
Mead
 1855 Samuel G.
 1880 Sarah M.
- Meagher**
 1887 Ida A.
Medbury
 1872 Serena H.
Meehan
 1893 Minnie E.
 1897 Margaret J.
Meeker
 1901 Lola S.
Merrill
 1874 Ellen
 1885 Annie B.
Merriman
 1872 Jennie E.
Merwin
 1874 Sylvia E.
Middlemas
 1901 Agnes C.
Millard
 1889 Sadie C.
Miller
 1863 Sarah E.
 1873 Eunice C.
 1884 Mary E.
 1890 Hattie D.
 1891 Sarah B.
 1891 Sarah I.
 1893 Bertha L.
 1893 Grace E.
 1895 Bessie E.
 1895 Rosa E.
 1897 Erma M.
 1899 Maude A.
 1900 Lela M.
Mills
 1881 Eliza
 1890 Fannie E.
Miner
 1875 Carrie L.
Minor
 1872 Julia A.
 1891 Georgiana
 1891 Mary E.
Miskill
 1893 Agnes M.
 1897 Adelaide M.
 1901 Zeita S.
Mitchell
 1889 Lillie A.
Mitchelson
 1893 Nancy M.
Mix
 1899 Lora A.
 1902 Helen E.
Monahan
 1892 Julia A.
Monroe
 1885 Nellie D.
Moody
 1883 Bessie S.
- Moore**
 1856 E. Lewis
 1863 Henry B., Jr.
 1883 Minnie E.
 1885 Gertrude M.
 1895 Mabel C.
 1896 Adelaide A.
 1897 Alice L.
 1900 Roberta E.
Moran
 1901 Mary F.
Morehouse
 1877 Sarah M.
 1890 Helen B.
Morgan
 1876 Effie F.
 1902 Elsie L.
Moriarty
 1888 Kate E.
 1889 Nellie A.
 1893 Rose A.
 1896 Ellen A.
 1900 Katharine
Morrell
 1889 Mary L.
Morris
 1879 Gertrude E.
 1894 Cornelia A.
Morrison
 1901 Florence M.
Morrissey
 1901 Catharine C.
Morse
 1853 Obed B.
 1855 Sara A.
 1876 Julia E.
 1886 Minnie G.
 1889 Mary K.
Moseley
 1892 Georgia M.
Mossman
 1901 Mabel G.
Mott
 1887 Minnie S.
Mulcahy
 1896 Bridget T.
 1896 Julia A.
Mulligan
 1889 Annie C.
Mulrane
 1877 Mary A.
Munger
 1887 Harriet
Munson
 1872 Emerette J.
 1887 Lucy J.
 1891 Lena M.
Murnane
 1895 Anna J.
 1897 Anna C.
 1899 Ellen A.

Murphy	Norton	Parkhurst	Persons
1878 Kate S.	1862 Alice	1892 A. Mabel	1902 Alice S.
1885 Mvrtie E.	1872 Wilbert W.	Parmelee	Phippeny
1893 Katharine T.	1879 Nellie F.	1874 Clarence A.	1887 Emma L.
1896 Agnes G.	1880 Rosa B.	1875 Eldon W.	Pierce
1902 Kathryn J.	1890 Lottie I.	1890 Mary L.	1873 Noble E.
	1898 Rebecca E.	1902 Leora E.	1890 Florence J.
Murray	1902 Bertha M.	Parsons	1899 Clara M.
1871 Libbie H.	Norwood	1883 Clara N.	1899 May L.
1882 Mary E.	1856 Eliza P.	1888 Belle M.	Pierpont
1883 Anna M.	Noyes	1891 Agnes D.	1893 Estelle I.
1898 Alice E.	1855 Sarah J.	1893 Annah T. L.	Pierson
Musson	O'Brien	Partridge	1876 Botilda
1893 Mary E.	1896 Katherine A.	1880 Annie T.	Pilgrim
Myers	1899 Mary L.	Pasco	1872 Ella F.
1894 Cora E.	1902 Katherine	1889 Lena A.	Pilling
1895 Charlotte F.	1902 Margaret M.	Patten	1880 Mary E.
1897 Mary E.	O'Connor	1880 Julia M.	Pinner
1900 Bertha F.	1900 Alice M.	1882 Henry W.	1891 Margaret F.
Nash	O'Dell	Patterson	Pistorious
1884 Marion H.	1866 Thomas	1865 Lucy W.	1889 Annie C.
Nelson	1889 Margaret J.	1901 Agnes J.	1893 Minnie A.
1870 Josephine W.	O'Donnell	Pausch	Pittner
Nettleton	1899 Delia A.	1892 Clara A.	1885 Mary
1887 Mary W.	O'Gorman	Payne	Platt
1892 Orrie E.	1901 Catherine M.	1863 Lyman	1872 E. Jennie
1894 Grace L.	O'Keefe	Pease	1877 Ada L.
1897 Celia S.	1885 Anastasia	1866 Julius H.	Pollard
Newberry	Olcott	1866 Mattie F.	1900 Laura J.
1894 Estelle	1890 Julia M.	1873 Minnie E.	Pond
Newcomb	Olmsted	1888 Lulu J.	1857 Olive A.
1899 M. Jennie	1851 Jane S.	Peck	Porter
Newell	1874 Clara E.	1855 John F.	1865 Helen P.
1889 Mary E.	O'Neil	1856 Thomas K.	1875 Nellie W.
Newton	1890 Kathryn C.G.	1857 John H.	1877 Julia A.
1885 Abby M.	Osborne	1859 Edward B.	1892 Ethelene
1890 Rosilla R.	1878 Chloe A.	1873 Emma M.	Post
1893 Grace S.	Owen	1873 Ludella L.	1881 Fannie M.
Ney	1897 Mabel	1875 Sarah S. D.	Potter
1898 Elsie L.	Packard	1880 Grace Adella	1881 Estelle E.
Nicholas	1892 Helen J.	1890 Jennie M.	1882 Minnie L.
1898 Josephine S.	Paddock	1893 Grace L.	1882 Mary R.
Nichols	1861 Edwin B.	Pelton	Pouleaur
1892 May S.	1863 Ellen M.	1890 Mary B.	1899 Julia A.
1894 Mabel A.	Palmer	1888 Adelaide R.	Pratt
Nihill	1865 Amos F.	Pendleton	1863 Herbert R.
1898 Minnie A.	Palmes	1896 Grace E.	1877 Aleine St. J.
Noble	1882 Jessie M.	1888 Nellie R.	1884 Edwina M.
1894 Eva L.	Pardee	Perkins	1890 Lucy B.
1901 Harriet E.	1884 Emma A.	1852 Frederick B.	Preuss
1902 Mary E.	Park	1856 Asa	1881 Renate A.
Nolan	1873 Hattie E.	1872 M. Eva	Price
1892 Alice K.	Parker	1886 Katherine A.	1895 Nettie B.
Noonan	1877 Ella G.	Perry	Prickett
1893 Mary F.	1887 Hattie I.	1860 Esther C.	1877 Georgiana C.
North	1890 Emily J.	1880 Charles B.	Prince
1857 Correl F.	1893 Elizabeth S.	1880 Walter H.	1895 Florence M.
1902 Alice M.	1894 Jessy I.	1883 Minnie E.	
Northrop			
1871 Rebecca M.			

- Prindle**
1889 Helen O.
1895 Eva M.
- Prochnow**
1892 Sophie C.
- Pulver**
1889 Frank A.
- Purinton**
1896 E. Maude
- Purrington**
1894 Jenny E.
- Quigg**
1886 Mary R.
1891 Mary B.
- Quill**
1901 Daisy J.
- Quinn**
1898 Anna A.
- Ramsdell**
1900 Clara L.
- Randall**
1853 M. Helen
1886 Mary A.
- Randle**
1860 Helen R.
- Ransom**
1901 Minnie L.
- Rawson**
1855 Edward D.
1900 Sarah J.
- Raymond**
1894 Katherine G.
1901 Eva H.
- Reaney**
1902 Anna E.
- Redd**
1898 Frances P.
- Reilly**
1875 Margaret J.
1876 Thomas L.
- Rettman**
1883 Lena M.
- Rexford**
1889 Mary C.
- Reynolds**
1900 Grace C.
- Rhaum**
1884 Annie L.
- Richard**
1896 S. Maude
- Richards**
1861 Eliza K.
1900 Kathryn R.
- Richardson**
1872 Emma J.
1900 Anna
- Richmond**
1887 Annette B.
- Rigby**
1895 May Estelle
- Rigney**
1877 Maggie A.
- Rile**
1885 Mary E.
- Riley**
1892 Mary A.
1897 Mary D.
- Rising**
1891 Margaret L.
- Risley**
1897 Edith L.
- Rist**
1900 Helen B.
- Robbins**
1894 May E.
1895 Catherine B.
1898 Bertha T.
1902 Margaret S.
- Roberts**
1883 Jennie B.
1900 Elise A.
- Robertson**
1887 Maria L.
- Robinson**
1867 Marietta
1875 Ada M.
1881 Belle W.
- Robotham**
1892 Alida J.
- Roche**
1877 James
1889 Alice M.
- Rockwell**
1878 Lillian E.
1890 Elizabeth
1900 Mabel S.
- Rodman**
1898 Mary M.
- Roemer**
1885 Anna C.
1887 Ernestine W.
- Rogers**
1854 Emily L.
1873 Eva I.
1889 M. Louise
- Roll**
1884 Annie B.
- Rollins**
1886 Nellie J.
- Rood**
1897 Elsie A.
- Roos**
1881 Ida
- Root**
1859 Amanda M.
- Rose**
1854 Caroline C.
1854 Jennette J.
1855 Emeline E.
1896 Elizabeth F.
- Rosenthal**
1899 Edith H.
- Rossberg**
1885 Louise B.
- Rossiter**
1864 Daniel W.
1873 John
1875 Frances
1876 Grace E.
1876 Lois
- Rowden**
1890 Annie E.
- Rowe**
1866 Alice J.
1902 Edith H.
- Rowley**
1897 Emma A.
- Ruggles**
1884 Henrietta B.
- Rulofson**
1873 Gazelle M.
- Russell**
1871 Albert J.
1889 Grace E.
1890 Annie
1892 Margaret
- Ryan**
1890 Catharine C.
1893 Caroline A.
1893 Marie V.
1897 Mary C.
1900 Louise G.
- Rynn**
1879 Alice M.
- Sadd**
1897 Emily E.
- Safford**
1889 Kate P.
- Sage**
1855 Elizabeth W.
1872 Mary G.
1887 Emeda
- Sanford**
1855 Maria L.
1861 Elias F.
1863 Georgianna
1890 Leah G.
- Sarvent**
1887 Emily M.
- Satterlee**
1884 Ellen S.
- Savage**
1883 Lucy H.
1888 Julia S.
- Sawyer**
1886 Lucy H.
- Scanlon**
1902 Isabelle M.
- Schaefer**
1890 Anna E.
- Schermmerhorn**
1893 Alice A.
- Schoellkopf**
1894 Gertrude W.
- Schofield**
1872 Lorena
- Schroder**
1888 Nettie
- Schwab**
1885 Emma N.
1892 Josephine H.
- Scofield**
1863 Oscar
1891 A. Louise
1895 Sara E.
1900 Susie L.
- Scott**
1900 Mabelle L.
- Scoville**
1902 Katherine W.
- Soranton**
1878 Fannie M.
1888 Nellie T.
- Scudder**
1892 M. Elizabeth
- Scully**
1901 Gertrude E.
- Sears**
1886 Lephe E.
- Seaver**
1887 Cora J.
- Seery**
1890 Katherine
- Selby**
1900 Lillian E.
- Selleck**
1857 Phebe
1892 Elizabeth O.
- Seng**
1900 Harriett L.
- Serre**
1902 Eugene K. G.
- Seymour**
1860 Mary A.
1882 Mary E.
1887 Carrie L.
1898 Daisy P.

Shattuck	1870	Clara C.	Stanley	1873	Hattie E.
1873 Josephine L.	1875	Annie C.	1854 S. Elizabeth	1876	Belle K.
Shailer	1877	Florence A.	1890 Grace W.	1883	Lizzie J.
1900 Florence S.	1877	Mary E.	Stannard	1885	Sarah E.
Shanahan	1878	Eliza B.		1888	Hattie M.
1899 Mary A. G.	1879	Addie K.	1890 Ella F.	1893	Lucy B.
Shaw	1879	Jennie S.	1897 Floy E.	Storrs	
1896 Martha I.	1881	Flora A.	Stanton	1895	Mabel N.
1901 Ethel E.	1881	Susie D.		Story	
Shears	1883	Florence A.	1872 Birdie L.	1890	Ida L.
1882 Lizzie A.	1884	Lucy N.	1886 Flora H.	Stoughton	
Sheldon	1885	Mary R.	Starr	1896	E. Katherine
1882 Charles B.	1887	Mary Louise	1899 Alice T.	1902	Julia E.
1887 Marian A.	1888	Fanny L.	Steele	Stowe	
1892 Bertha L.	1889	Bertha F.	1864 Julia E.	1900	Grace H.
1898 Emma L.	1889	Emily	1864 Susan A.	Street	
Sheldrick	1890	Sarah B.	1876 Lila M.	1900	Mabel C.
1893 Josephine M.	1891	Minnie H. I.	1876 Mary L.	Strickland	
Shelley	1892	M. Grace	1892 Annie M.	1880	Annette S.
1870 Ida A.	1892	Bessie H.	1893 May L.	1902	Rose F.
Sheridan	1893	Beatrice S.	1895 Ellen	Strong	
1894 Della I.	1894	Marion G.	1898 Alice	1881	Anna E.
Sherlock	1894	Wenna L.	Steiger	1891	Harriet V.
1884 Alice L.	1895	Florence M.	1889 Annie L.	1891	Jennie D.
Sherwood	1895	Inez J.	Stelztz	1899	Ellsworth H.
1853 George	1896	Emily C.	1898 Elise M.	Stuart	
1883 Clara I.	1899	Nellie C.	Sternberg	1864	Celia I.
1900 Edith A.	1901	Huldah F.	1900 Clara M.	Studwell	
Silliman	1901	Lottie M.	Sterne	1865	M. Louise
1901 Caroline	1902	Frances E.	1891 Minnie	Stuhrman	
Sikes		Snow	Stevens	1886	Minnie L.
1902 Lena A.	1880	Abbie J.	1873 Julia A.	Stull	
Simms	1884	Emma E.	1896 Sadie C.	1892	Mary E.
1889 Carrie I.	Somers		1899 Mary B.	Sullivan	
Simonds	1888	Minnie S.	Steves	1878	Maggie A.
1860 W. Edgar	Southmayd		1898 N. Maude	1891	Mabelle W.
1897 Frances G.	1898	May L.	Stewart	1902	Elizabeth C.
Simonson	Southworth		1882 Fannie	Sutcliffe	
1891 Jessie	1860	Ellen E.	1893 Ida L.	1897	Daisy B.
Sinnott	Sparks		Stidham	Swan	
1894 Elizabeth E.	1888	Edith M.	1895 Hortense	1882	C. Abbie
Sisson	Spaulding		Stillman	1893	Lillian M.
1874 John W.	1889	Minnie M.	1893 Clara M.	Swift	
Slack	Spencer		Stillson	1878	Mary A.
1886 Emma N.	1893	Grace C.	1883 Alice F.	Taft	
Sloan	Sperry		1885 Iva M.	1898	Katharine H.
1900 May E.	1873	Addie E.	1887 Iva M.	Taintor	
Small	Sporer		Stinson	1879	Grace A.
1890 Nellie M.	1898	Margaretha	1892 Minnie I.	Talcott	
1892 Matilda A.	1854	Ellen M.	St. John	1853	E. Ely
Smart	Sprague		1882 Josephine F.	1857	Eliza
1893 Leila M.	1880	Julia L.	1894 Annie A.	1860	Maria
Smith	Squier		Stocking	Tallmadge	
1857 Fred'k W.	1898	Elizabeth L.	1887 Ethel	1867	Sarah E.
1859 M. Virginia	Staats		Stoddard	1871	Mary L.
1865 John O.	1862	Lydia A.	1863 Sophia T.	Tate	
	Stacy		1876 Hattie E.	1890	Rebecca L.
	1875	Margia A.	Stone		
	Standish		1859 R. Henry		
	1887	Mary S.	1864 Laura		
			1865 Emma J.		

Tatem	Tomlison	Tyrrell	Walkley
1893 Frances M.	1881 Jessie A.	1871 Theodore S.	1894 Jane
Taylor	Toms	Ulmer	Wallace
1893 Myrtilia P.	1900 Grace I.	1901 Eleonore	1870 Annie R.
1899 Mary A.	Toohy	Ulrich	1883 Hattie C.
Tenney	1881 Ellen M.	1889 Julia A.	Walsh
1881 Laura C.	1897 Dorothy	Upson	1874 Mary A.
Terrell	1899 Anna M.	1855 Elbridge G.	Ware
1873 Frances E.	1901 Agnes E.	1855 Emily	1885 Elizabeth M.
Terry	Tormay	1876 Evalena J.	1899 Gertrude H.
1872 Nellie M.	1882 Mary A.	1888 May B.	Warner
1894 Jane A.	Towne	Utley	1858 Augustus
Tetlow	1874 Lillian K.	1891 Annie M.	1877 Adella M.
1897 Edith	Towner	Vail	1893 Elsie M.
Thayer	1892 Anna P.	1880 Fannie E.	1893 Mabel P.
1854 Emily A.	Townson	1882 James B.	1894 Hattie F.
Thomas	1897 Sarah A.	1895 Edith	1900 Musa
1855 Jane L.	Tracy	VanKeuren	1902 Mary E.
1899 Mabel L.	1862 Lucy A.	1893 Amy	Warren
Thomason	1895 Kathryn M.	Vaughn	1856 Mortimer A.
1881 Ida A.	1900 Ada L.	1902 Anna I.	1866 Kate L.
Thompson	Treadwell	1902 Mabel L.	Washburn
1853 A. Augusta	1902 Theodore R.	Ventres	1891 Clara M.
1885 Minnie A.	Treat	1862 Smith S.	1891 Ella A.
1890 Lizzie M.	1875 Mary C.	Videon	Waterbury
1892 Frances M.	1881 Lillian B.	1881 Calvin S.	1875 H. Lizzie
1893 Cornelia B.	Treloar	Viets	Waters
1900 Mabel D.	1894 E. Angeline	1866 M. Adelia	1886 Mary J.
Thoms	Trowbridge	1877 Ida E.	Watrous
1901 Helen S.	1893 Kate T.	1888 Ida E.	1890 Lillian M.
Thorpe	1895 Clara B.	1891 Emily H.	1901 Grace M.
1879 Jane E.	Trumbull	1898 Georgie B.	Watson
1898 Helen D.	1894 Anna M.	Vile	1875 Mary E.
1899 Cora	Tryon	1886 Clara M.	1884 Dora
Thrall	1856 Marcus L.	1895 Sara M.	1887 Walter S.
1892 Ida R.	Tucker	Vinton	Waugh
1893 Bessie E.	1891 A. Rosella	1889 E. Rose	1887 Jennie M.
Thurston	Tuite	Vivian	Way
1883 Josephine	1893 Mary E.	1890 Mary V.	1882 Mary E.
Tibbals	Tuller	Von Wettberg	1884 Edith G.
1874 Fannie A.	1866 Ellen T.	1890 Leah L.	1884 Gertrude L.
Tinker	Tuohey	Vredenburg	Weaver
1876 Avilla M.	1900 Mary V.	1879 Carrie A.	1873 Abbie P.
Titus	Turnbull	Wadhams	Webb
1855 Henry W.	1877 Agnes L.	1887 Julia E.	1887 Jennie B.
Tobin	Turner	1893 Lucy B.	1897 Carrie A.
1896 Anna S.	1865 Maria L.	Wakelee	1901 Helen L.
Todd	1892 Millie L.	1856 Fanny W.	Weberbauer
1876 Mary C.	Tuttle	1888 Ada M.	1899 Louisa E.
1879 Hattie A.	1877 Mary F.	1896 Harriet B.	Webster
1886 Edith W.	1881 Arthur W.	Walbridge	1882 Helen M.
Tolles	1881 Hattie N.	1855 Jennie M.	1883 Anna C.
1889 Lizzie I.	1892 Ida M.	Walker	Weed
Tolman	Tyler	1888 Leonora E.	1890 Lina H.
1902 Nellie F.	1895 Elma M.	1891 Effie G.	1891 Susan M.
Tomkins	1896 Mabel E.	1899 Emma G.	Welch
1837 Isabel M.			1888 Margaret A.

- Welles**
 1851 Andrew J.
 1862 Ellen E.
 1862 Elizabeth W.
 1865 Katharine
 1868 Florence C.
 1901 Georgiana
 1902 Edith L.
Wellington
 1890 Olive M.
Wells
 1876 Emma J.
 1892 Emily H.
 1895 Harriet F.
 1901 Adelaide P.
Welton
 1885 Elizabeth
Werner
 1902 Harriet G.
Wessel
 1898 Clara G.
 1900 Jennie E.
Westerman
 1893 C. Rosalie
Whalen
 1895 Sara A.
 1901 Anna M.
Whedon
 1888 Jennie M.
Wheeler
 1854 Elizabeth
 1854 Ellen
 1854 S. Ellen
 1886 Sadie M.
 1889 Margaret J.
 1897 Jennie R.
 1898 Susie J.
 1900 Rebekah B.
Wheelock
 1894 Kate P.
- Whitcomb**
 1881 Susie L.
White
 1856 Amos A.
 1879 Isabelle E.
 1884 Ella M.
 1895 Katharine E.
 1898 Margaret M.
 1901 Bertha A.
 1901 Edith
Whitney
 1856 Edwin
 1897 Jennie M.
Whittlesey
 1898 Esther I.
Whitworth
 1887 Adella F.
Wilbur
 1875 Bessie L.
Wilcox
 1875 Carrie E.
 1883 Emma E.
 1888 Fannie E.
 1890 Marion E.
 1890 Nellie M.
 1894 Lina D.
 1898 Katharine
Wildes
 1894 Ada L.
Wiley
 1897 Jessie A.
 1902 Gertrude J.
- Wilkinson**
 1892 Minna
 1902 Ellen S.
Williams
 1865 Carrie E.
 1878 Amanda E.
 1879 Leona E.
 1882 Myra
- 1887 Carrie L.
 1887 Margaret A.
 1895 Ella M.
 1899 Rena B.
 1902 Helen E.
Wilson
 1891 Annie B.
 1895 Edna E.
 1901 Minnie A.
Wingood
 1884 Alice M.
 1886 Fannie E.
Winslow
 1891 Emma E.
Witherel
 1897 Georgia M.
 1899 A. May
Wolcott
 1866 Hattie B.
Wolff
 1887 Annie F.
Wood
 1855 M. Josephine
 1879 Clara K.
 1889 Jennie D.
 1892 Winnifred A.
 1893 Mary A.
 1899 Frances L.
 1899 Mabelle P.
Woodbury
 1895 Louise
Woodford
 1858 Matthew C.
 1866 Nellie E.
 1871 William W.
Wooding
 1894 Mary E.
Woodman
 1875 Mary R.
- Woodruff**
 1876 Alice R.
Woods
 1895 Henrietta E.
 1902 Jessamine B.
Woodward
 1874 Kate A.
 1881 Belle E.
 1882 Hattie R.
 1887 Mary I.
Woodworth
 1895 Elizabeth M.
Woolsey
 1891 Alice A.
Wright
 1856 Charles H.
 1861 M. Geneva
 1873 Achsah A.
 1878 Frances J.
 1880 Hettie E.
 1881 George S.
 1900 Ella L.
 1902 Edna M.
Wrisley
 1881 Eliza A.
Wuterich
 1902 Minnie L.
Yale
 1876 Lilla C.
Yost
 1900 Emma L.
Young
 1895 Claribel
 1896 Ida A.
Youngs
 1893 Julie E.

INDEX OF GRADUATES

WILLIMANTIC

Abell	Barrows	Bliss	Brooks
1892 Anna E.	1898 Fanny S.	1893 Frances M.	1901 Edith A.
Adams	Barry	Boardman	Brown
1902 Helen Q.	1900 Helen T.	1892 Alice E.	1894 Bessie A.
Alford	Barton	Boden	1895 Ella M.
1896 Alice M.	1891 Lucy D.	1900 Caroline	1895 Hattie B.
Andrews	Bass	Bonney	1898 Laura S.
1893 Carlota	1894 Harriet M.	1892 Jennie G.	Browne
1894 Mary E.	1896 Egbert A.	Bowen	1896 Kathryn L.
Anthony	1899 Mary F.	1892 Bessie A.	Buchanan
1891 Nellie B.	1901 Clare R.	Bowers	1899 Annie W.
1902 Martha I.	Bassett	1901 Florence E.	Buck
1902 Mary M.	1897 Myra H.	Bowler	1899 Katherine L.
Armstrong	Beckwith	1901 Catharine R.	Burke
1891 Sarah M.	1891 Lottie A.	Boynton	1898 Katherine R.
Arnold	1893 Alice M.	1894 Sarah L.	Burroughs
1896 Grace	Beebe	Bradford	1901 Myrtis E.
Attleton	1893 Lina H.	1898 Harriet B.	Bushnell
1898 Martha L.	1901 Marion G.	Brierley	1898 J. Clement
Avery	Bell	1894 Grace E.	Campbell
1892 May A.	1899 Nellie E.	1891 Lucilla P.	1892 D. Frances
1893 Eliza W.	Bennett	Brigham	1895 Annie N.
Ayer	1897 Hellen E.	1900 Abigail W.	Carpenter
1898 Mary L.	1898 Helen E.	Bristol	1891 M. Carabelle
Babcock	Bishop	1902 Edith M.	1896 Bertha
1892 Sadie L.	1897 Fannie A.	Britner	1900 Ethel L.
Backus	1898 Fannie A.	1897 Annie B.	1902 Anna L.
1895 Annie E.	Bissell	1898 Annie C.	Carver
Bacon	1900 Alice G.	Broderick	1899 Katherine H.
1892 Mary C.	Bitgood	1893 Ellen M.	Cary
Baldwin	1899 Grace E.	Britton	1901 Alice B.
1899 Jessie M.	Blackmar	Brooks	Case
1901 Georgie A.	1902 Mae	Brooks	1893 Edward R.
Ballard	Blaisdell	Brooks	Casey
1895 Laura C.	1897 Edna S.	Brooks	1900 Julia A.
		Brooks	1901 Katherine E.

Cassidy	Dickson	Good	Hopkins
1898 Rose M.	1899 Susan M.	1902 Julia I.	1897 Callie E.
Chaffee	Dimmick	Gray	Hull
1900 Gertrude A.	1895 Maud E.	1900 Rose E.	1891 Emma L.
Chandler	Dimock	Green	Huntington
1900 Emma S.	1896 Jessie M.	1891 Carrie M.	1892 Lillie L.
1900 Jennie M.	Doring	Griffith	1899 Leonora M.
Chapman	1897 Jessie	1901 Daisy D.	Irving
1894 Ella S.	Durfey	1901 Jessie D.	1900 Helen G.
1895 John Lee, Jr.	1892 Lucy G.	Gordon	Ives
1899 Julia M.	Dwight	1900 Clara J.	1896 Rosa J.
Chappell	1895 M. Grace	Grady	Jack
1897 Emma J.	Dyson	1899 Annie T.	1897 Katherine
Cherry	1898 Helen E.	Greene	Jackson
1902 Elizabeth M.	Finnegan	1894 Alice L.	1898 Jane
Chesebro	1902 Catherine	Guinan	Jacobs
1900 Grace E.	Fish	1899 Elizabeth M.	1898 Hattie A.
Clark	1892 Alice B.	Hall	James
1897 Teresa B.	Fisk	1898 Phila H.	1897 Alice E.
1898 Leone G.	1898 Mary E.	Hallen	Johnson
Cleveland	Fleetwood	1899 Adeline S.	1891 Carrie A.
1900 Blanche E.	1899 Clara H.	Hamlin	Jones
Colburn	Foster	1892 Mary W.	1894 Gladys M.
1894 E. Gertrude	1899 Edith	Hanna	1894 Inez D.
Collins	Flint	1896 Grace L.	Jordon
1892 Bertha E.	1894 Georgianna	Hansen	1894 Mary S.
1892 Eugenie	Frawley	1892 Catherine P.	Keeney
1901 Nellie T.	1894 Bertha C.	Harris	1896 Katie
Comins	Freeman	1894 Elsie L.	Kelgwin
1902 Ida M.	1900 Carrie J.	Hathaway	1901 Ida M.
Congdon	Frink	1897 E. Marion	Keleher
1901 Mary E.	1891 Cornelia F.	Hayes	1898 Mary L.
Cook	Frye	1896 Elizabeth T.	Kelley
1899 Harriet A.	1893 Alice	Hazard	1894 Marcella M.
Courtney	Fuller	1900 Amey A.	1894 Mary M.
1897 Margaret T.	1891 Alice H.	Hellon	1901 Mary E.
Cross	1896 Alice M.	1901 M. Katherine	1902 Catherine
1897 L. Howard	1899 Blanche	Hewitt	Kellogg
Daley	Gadbois	1901 Nellie E.	1895 Maud M.
1898 Celia M.	1892 Anna M.	Hinckley	Kennedy
Damon	Galligan	1899 Elinor	1902 Annie J.
1891 Edith M.	1900 Mary A.	1900 May E.	Kent
Daniels	Gard	Hoar	1902 Edith May
1898 Inez A.	1891 Edith A.	1902 Helena A.	King
1902 Grace L.	Garde	Holcomb	1893 Frank S.
Davies	1901 Andrew E.	1899 Elizabeth A.	Kingsbury
1899 E. Maude	Gleason	Holmes	1896 Myrtice
Dickerman	1894 Hattie A.	1891 Marianne E.	Kinney
1899 Eva L.			1894 Florence M.
Dickey			
1898 Alice F.			

Kloppenburgh	Mason	Nelson	Pinney
1893 Eleanor	1896 Alice E.	1898 Mary E.	1892 Grace G.
Landon	McClellan	Newell	Porter
1891 Kate H.	1893 John W.	1891 Edna A.	1893 Helen M.
Lanpher	McClimon	Newman	1899 Edith M.
1899 Rachel	1898 Annie M.	1898 Louise B.	Potter
1901 Mabel A.	McCloud	Noonan	1894 Orrie P.
Lathrop	1899 Agnes	1897 Ella M.	1900 Sara A.
1898 Gladys L.	McComb	Northam	Putney
1901 Mabel	1900 Elizabeth	1897 Agnes D.	1899 Allie U.
Larkin	McCoy	Norton	Quinn
1893 Clara A.	1891 Nellie J.	1892 Edith S.	1899 Mary A.
Leavey	McGowan	1893 Hannah M.	Rathbun
1898 Kate E.	1900 Mary E.	Noyes	1898 Bessie M.
Lee	McGrath	1892 Fanny	Reed
1898 Mary A.	1898 Elizabeth C.	1893 C. Winfield	1900 Alice M.
Leffingwell	McMillan	1895 Edgar W.	Remington
1893 Ida G.	1897 Elizabeth	1898 Lena B.	1896 Clara Edna
Leonard	McNamara	O'Connell	1901 Maude S.
1901 Mary B.	1898 Elizabeth I.	1902 Mary E.	Rice
Lincoln	Melville	Oddie	1898 Winifred E.
1901 Grace A.	1899 Grace L.	1898 Florence M.	Richardson
Litchfield	Meunier	Ollweiler	1897 Ada I.
1899 Delia C.	1900 Irma T.	1900 Josephine	Ring
Little	Millea	O'Neill	1898 Hannah H.
1897 Cora P.	1899 Eliz. M.	1896 Frances T.	Ritchie
Livingstone	Miller	Packer	1895 Maude F.
1894 Alice M.	1895 Leonora E.	1902 Laura L.	Robertson
Loomis	Mills	Palmer	1895 George H.
1900 Caroline B.	1902 Lewis S.	1897 Amelia P.	Robinson
Lovett	Mitchell	1897 Sarah T.	1891 Annie M.
1892 Annie L.	1891 Elizabeth	1899 Clara M.	Roraback
Lyman	1898 May	1900 M. Anabel	1898 Grace M.
1892 Mary F.	Mullin	Park	Rose
1902 Bertha E.	1899 Lucy G.	1897 Villa M.	1898 Eleanor
Lynch	Mulvey	Peck	Royce
1898 Elizabeth G.	1899 Helen V.	1897 Maria D.	1902 Helen B.
Lyon	Murphy	Pegrum	Sadd
1900 Bertha E.	1895 Susan T.	1898 Minnie T.	1892 Nellie M.
MacFarlane	1899 Mary J.	1901 Lillian I.	Satterlee
1892 Clara C.	1902 Agnes C.	Pendleton	1894 Amy B.
Malone	Murray	1901 Susan B.	Scoville
1902 Mary A.	1896 Mary L.	Perkin	1895 Alice D.
Manning	Murtagh	1895 Annie L.	Setchel
1899 Mary R.	1901 Julia F.	1896 Frank E.	1900 Anna E.
Martin	Neff	Perkins	Sharpe
1898 Julia L.	1899 Carolyn G.	1899 Anabel	1899 Alice E.
1902 Gertrude H.		1900 Alenda M.	Shea
		Phillips	1895 Mary A.
		1899 Nettie Z.	
		Pilling	
		1897 Mary E.	

1899	Sherman Elizabeth A.	1894	St. John Deila E.	1894	Thomas Augusta M.	1896	Wheeler Elizabeth L.
1899	Shumway Flora M.	1895 1897	Stone Grace G. Mabel I.	1899	Thurber Grace M.	1894 1897	White Daisy Fannie E.
1895	Sibley Mary M.	1892	Storrs Marion	1899	Tilden Belle E.	1897	Whitford Lena E.
1892 1900 1901	Smith Mary L. Rose F. Florence A.	1898	Street Daisy M.	1897 1900	Torrey Emily I. Grace L.	1901	Wilbur Edith M.
1891	Spencer Florence M.	1896	Sugrue Agnes C.	1896	Tracy Coral E.	1896	Wilcox Wells S.
1898	Spitz Rose	1896 1896 1900	Sullivan Bridget A. Cecelia M. Mary	1898	Trickey Loia M.	1896	Williams Mary A.
1896	Stanley Louis H.		Suydam Gertrude L.	1895	Tripp Annie I.	1898	Woisard Anita R.
1900	Stanton Ella C.		Swan Nellie F.	1893 1894 1896	Turner Edith L. Alice May Rose S.	1891 1894	Wood Isabella S. Cora M.
1893 1899 1900	Stearns Ella R. Jennie V. Mildred	1892 1895	Talbot Rose A.	1891	Walsh Mary A.	1897 1898 1901	Woodward Alice M. Jessie C. Florence G.
1897	Stevens Carrie A.	1899	Taylor Harriet M.	1899	Welch Anna L.	1901	Woodworth Elizabeth R.
1901	Steves Elizabeth S.	1900	Thatcher Minnie S.	1899	Wescott Addie M.	1895	Wright Lulu May

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NEW HAVEN

Adams	Benedict	Bridgett	Oarde
1898 Dorothy R.	1901 Jessie	1901 Alice	1901 Daisy L.
1901 Matie L.	Bennett	Bright	Carey
Adler	1899 Almira C.	1895 Ida E.	1900 Alice L.
1901 Yetta H.	Benton	1901 Mabel G.	1901 Katherine A.
Augur	1900 Ida S.	Bristol	Carroll
1896 Elma I.	Berg	1899 C. Ethelwyn	1901 Mary C.
1899 Ethel M.	1896 Mary K.	Brockett	Carter
Bailey	Birge	1897 Clara A.	1895 Alta M.
1900 Bessie B.	1901 Bessie H.	Bromley	Casey
1900 Jessie E.	Bishop	1896 Mabel J.	1901 Mary E.
Baldwin	1901 Florence M.	Brooks	Cavanaugh
1898 Adella F.	1902 Lucy M.	1895 S. Lillian	1896 Annie A.
1898 Anna J.	Blakeslee	Brown	1896 Teresa R.
Ball	1897 Edith E.	Katherine U.	Chambers
1900 Bessie M.	Blondin	1902 Mary F.	1902 Martha B.
Balzer	1901 Angela M.	Browning	Chapin
1896 Lottie B.	Booth	1900 Harriet M.	1901 Addie M.
Bannell	1898 Grace	Bryant	Chavell
1900 Anna M.	1902 Eleanor	1897 Agnes A.	1896 Lucy A.
Barclay	Botsford	Burr	Christie
1897 Helen M.	1902 Gertrude E.	1902 Susan M.	1895 Alice J.
Barrett	Bouton	Butler	Clancy
1895 Agnes C.	1901 Emma A.	1898 Grace R.	1901 Helen G.
Bartle	Bowden	Cahill	Clark
1902 Flora	1900 Sophie J.	1897 Ella M.	1899 Mary H.
Bassford	Bowen	Callahan	1902 Julia L.
1897 Minnie	1897 Jennie C.	1897 Katharyn	Clarke
1901 Maude	Boyd	1898 Margaret	1895 Emily M.
Beach	1900 Martha E.	Oallan	1899 Martha H.
1897 Louise A.	Boyle	1895 Lucy L.	Olingan
Beard	1902 Mary C.	Callender	1899 Emma A.
1896 Nellie S.	Bracken	1895 Iva M.	Coe
Beauton	1895 Helen T.	Campbell	1897 Susie C.
1899 Mary A.	Brennan	1895 Elizabeth	1901 Emma L.
Beckett	1896 Elizabeth A.	1896 Jennie M.	Collins
1902 Dorenda W.	1900 Josephine A.	Canfield	1902 Catharine L.
Beecher	1901 Katherine A.	1900 Cerelia S.	Conboy
1899 Agnes C.	Brett	Capel	1898 M. Elizabeth
1899 Mary G.	1901 Lulu A.	1901 William	1901 Theresa A.
Bené			Condren
1901 Ruth M.			1902 Maude J.

Connor	Doran	Fox	Harrigan
1898 Margaret G.	1897 Agnes G.	1900 Margaret M.	1895 Louise C.
Conway	1900 Catharine	Fraher	Harris
1898 Catharine M.	Dougherty	1900 Ellen T.	1900 Carrie
1900 Mary C.	1896 Katharine A.	Francis	Harrison
Corcoran	Dowd	1898 Julia A.	1897 Gertrude C.
1901 Mary J.	1895 Clara M.	Gale	1899 Marv L.
Costello	Doyle	1899 Helen L.	1900 Margaret L.
1899 Sadie M.	1896 Elizabeth B.	Galligan	Harten
Cousins	1896 Ellen J.	1899 Ella G.	1902 Alice F.
1899 Edith A.	1898 Mae E.	1899 Mary C.	Harty
Covert	1898 Marie	Gardiner	1896 Katherine T.
1897 Grace R.	Drake	1900 Henrietta	Hassett
Coxeter	1901 Anna S. L.	Gates	1899 Hannah C.
1898 Nellie	Dunn	1902 Alice M.	Hayes
Creegan	1897 Margaret M.	Geer	1896 Josephine A.
1899 Mary J.	Dudley	1896 Maria E.	1897 Mary J.
Crocker	1902 Alice L.	Gelston	Healey
1898 Esther F.	Dwyer	1900 Cornelia G.	1896 Alice M.
Cronan	1898 Lillian V.	Gessner	1899 Charlotte V.
1901 Alice M.	1899 Christine I.	1896 Elizabeth E.	1901 Agnes M.
Cullom	Eagan	Gilbert	Helleman
1900 Mary	1896 Josephine M.	1900 Edith	1897 Honore C.
Curran	Egan	1901 Ella M.	Henderson
1901 Jane H.	1895 Margaret A.	1902 Grace S.	1895 Barbara
Curtis	1902 Anna A.	Gillen	Herbert
1899 Helen L.	Elwell	1898 Mary A.	1902 Ellen C.
Curtiss	1902 Fannie L.	Gilhuly	1902 May W.
1896 Mabel E.	English	1902 Eulalia L.	Hickey
Dargan	1896 Mary T.	Gillooly	1899 Margaret G.
1896 Katherine T.	Evarts	1898 Katherine	Hintz
Davis	1901 Ada	Gleeson	1895 Anna
1897 Lily M.	Everding	1902 Mary C.	Hofer
Day	1901 Mabel E.	Golding	1899 Florence L.
1902 Clara	Falken	1898 Carolyn A.	Holcomb
Deegan	1902 Alice M.	Gorham	1895 Fanny
1901 Margaret L.	1902 Irene M.	1896 Eva	Hood
Demarest	Farrell	1898 Ella L.	1899 Janet
1902 Jean	1897 Lillian A.	1902 Lena J.	Hopton
Dibble	Feeney	Grady	1897 Lillian M.
1898 Margaret L.	1901 Elizabeth M.	1895 A. Gertrude	Hosking
1900 J. Irene	Ferrin	Greenbaum	1902 Mabel I.
Dickele	1900 Anna M.	1896 Bella	Hotchkiss
1897 M. Rachel	Feuchtwanger	Griffin	1896 Lottie H.
Dickenson	1896 Marian	1899 Sara A.	Hoye
1902 Ruby H.	Field	1902 Josephine W.	1898 Anna A.
Dillon	1898 Fannie E.	Griggs	Hubbard
1897 Marie R.	Finnigan	1900 Mary C.	1899 Charlotte A.
Dodge	1901 Alice R.	1902 Elizabeth W.	Hubbell
1898 Amy B.	Fleming	Hammond	1897 Estella F.
Dolan	1896 A. Elizabeth	1900 Blanche G.	1897 Harriet M.
1897 Sadie M.	Fowler	Hanrahan	1898 Carrie B.
	1896 Annette B.	1901 Minnie E.	Hull
			1898 Anna M.
			1898 Mary A.

- Hurley**
1896 Margaret M.
1902 Sarah M.
- Hussey**
1895 Mary H.
- Hussion**
1896 Agnes E.
- Hyde**
1895 S. Frances
1896 Ida S.
- Hyland**
1900 Grace M.
1902 Dora V.
- Hynes**
1901 Marion G.
- Igoe**
1895 Mary R.
- Innis**
1896 Eva L.
- Ives**
1896 Phoebe T.
- Jennings**
1896 M. Winnifred
- Jochmus**
1899 Thresa E.
- Johnson**
1897 Grace A.
1898 M. Josephine
- Jones**
1899 Arsine E.
- Joyce**
1901 Mary A.
- Judson**
1896 Ada B.
- Justison**
1899 Elinor M.
- Kahl**
1902 Christine A.
- Kane**
1899 Elizabeth T.
- Keefe**
1896 Genevieve E.
1898 Helen N.
- Keith**
1897 Marie C.
- Kelleher**
1901 Catharine E.
- Kelley**
1901 Maude S.
- Kemp**
1897 Sarah E.
- Kendrick**
1897 Clemenita
- Kennedy**
1895 Marie L.
- Kenney**
1901 Anna V.
- King**
1901 Marie W.
- Kirtland**
1896 Alice L.
- Klebe**
1897 Clara A.
- Krause**
1896 Anna E.
- Lambert**
1899 Margaret E.
- Lane**
1895 Mabel E.
- Larrauri**
1902 Louise
- Leahy**
1902 Mary E.
- Leary**
1899 Ellen G.
- Lennon**
1896 Lulu A.
- Lincoln**
1902 Maude E.
- Lineburg**
1902 Hattie M.
- Linton**
1902 Grace H.
- Lines**
1900 Lena A.
- Lockwood**
1900 Harriet F.
- Logan**
1897 Elizabeth C.
- Loudon**
1898 Florence
1900 Marion
- Lowe**
1898 Anna F.
1898 Florence L.
1900 Grace E.
- Luke**
1895 Ella
- Lynch**
1899 Ellen T. R.
- MacDermott**
1901 M. Florence
- MacDonald**
1902 Margaret C.
1902 Nora M.
- MacHugh**
1901 Emma F.
- Mackrille**
1895 Edith E.
- Macphie**
1897 Ida K.
- Mahon**
1900 Katie E.
- Mailhouser**
1899 Frances
- Malloy**
1898 Genevieve
- Martin**
1897 Helen T.
- Mather**
1902 Edith J.
- Matthewman**
1899 Florence F.
- Maum**
1895 Nonie C.
1899 Mary V.
- Maynard**
1898 Evelyn L.
- McCarthy**
1895 Gertrude E.
- McConville**
1898 Lillian M.
- McCormick**
1896 Christine G.
1902 Rosamond V.
- McDermott**
1899 Millicent R.
- McDonald**
1899 Anna M.
1899 Anna V.
1900 Elizabeth K.
- McGarry**
1901 Mary V.
- McGauhan**
1900 Mary I.
- McGinn**
1902 Julia M.
- McGrail**
1902 Grace V.
- McGue**
1897 Augusta H.
- McGuinness**
1901 Julia E.
- McGuire**
1895 Annie E.
- McHugh**
1896 Katherine A.
- McLaughlin**
1902 Mary J.
- McLoughlin**
1895 Anna L.
1896 Julia I.
- McMahon**
1897 Monica M.
1902 Genevieve G.
1902 Mabel I.
- McNish**
1902 Helen
- Merchant**
1897 Kittie
- Merwin**
1896 M. Adella
- Metzger**
1900 Hortense
- Meyer**
1901 Josephine C.
- Meyers**
1896 Eva B.
- Mills**
1900 Agnes H.
- Minor**
1897 Alice T.
1901 Mary C.
- Mooney**
1901 Mary J.
- Moore**
1897 Bessie A.
- Moorehouse**
1899 Susie G.
- Morgan**
1897 Clara L.
- Morris**
1900 Helen D.
- Morrison**
1896 Martha A.
1898 Margaret E.
- Morse**
1901 Edith E.
- Munson**
1900 Iris E.
- Murphy**
1896 Margaret A.
1899 Marion M.
1902 Lillian K.
- Murray**
1895 Annie E. G.
- Nash**
1895 Julia E.
- Newell**
1896 Susan T.
- Newman**
1895 Agnes C.

Nichols	Phelps	Rochfort	Slocum
1900 Sarah A.	1897 Mabel	1896 Mabel E.	1899 Mary DeEtte
Noonan	Pierce	1902 Bertha M.	Smith
1900 Kathryn E.	1901 Anna F.	Root	1897 Minnie M.
Norman	Pierpont	1902 Josephine L.	1898 Susan S.
1899 Elizabeth P.	1899 Charlotte C.	1902 Mabel F. C.	1899 Edith
Norris	Planten	Roots	1899 May A.
1902 Eleanor M.	1895 Anna S.	1897 Ruth M.	1899 Ruth
Norton	1898 Emma M.	Russell	1900 Florence M.
1896 Marion E.	Platt	1896 Claude C.	1901 Nancy J.
1896 S. Annie	1902 Bertha Y.	Ryan	Spang
1901 Mary A.	1902 Grace B.	1895 Agnes T.	1899 Beatrice F.
O'Brien	Pomeroy	1900 Margaret F.	Spaulding
1896 Ellen K.	1896 Grace L.	Sanford	1898 Emma E.
1899 Margaret J.	Porter	1896 Alice M.	Spencer
1899 Nora A.	1900 Minnie A.	1901 Elsie M.	1898 Sara E.
Ocain	Powers	Schmahl	Sponheimer
1900 Marion E.	1901 Josephine M.	1896 Louise	1900 Mary A.
O'Connell	Prince	1898 Catherine	Springfield
1899 Grace	1898 Frances A.	Schneelock	1900 Abble L.
O'Donnell	1901 Ethel F.	1895 Ida E.	Squires
1895 Annie M.	Prindle	Schwarz	1895 Annette C.
Ohler	1901 Alice L.	1898 Lena M.	1899 Deima L.
1899 Rosalie A.	Prior	Scobie	Stanton
O'Keefe	1900 Katharine M.	1902 Amelia M.	1901 Mae F.
1901 Eleanor M.	Przelomiec	Scotfield	Starrs
Olmstead	1899 Josephine L.	1895 Mabel M.	1897 Cecilia A.
1898 Ruth	Purdue	1902 Ethel L.	Steele
O'Meara	1897 Janet M.	Scranton	1898 Julia M.
1895 Mary J.	Read	1895 Edith M.	Stevens
O'Neill	1902 Anna B.	1896 Alice L.	1896 Lucy M.
1900 Leonora T.	Reese	1896 Augusta M.	Stone
Osborn	1902 Helen C.	1898 Margaret E.	1901 Florence A.
1901 Cecile S.	Reilly	1899 Harriet K.	1902 Carrie L.
Osborne	1895 Catherine A.	Shanley	Sullivan
1899 Harriet	1895 Maud R.	1901 Clara J.	1896 Margaret E.
Osgood	1896 Mary F.	Shea	1897 Josephine H.
1896 Gertrude E.	1897 Catherine B.	1897 Mary E.	1897 Nona A.
1898 Harriet M.	1902 Mary A. F.	1899 Juliana E.	1898 Helena J.
Otis	Reimann	Sheehan	1899 Nora C.
1901 Beatie P.	1899 Louise G.	1898 Elizabeth G.	1901 Mary A.
Pallman	Rentz	Sherman	1902 Josephine G.
1900 Mary R.	1897 Lulu	1902 Robert G.	Tanyane
Palmer	Reynolds	Sherwood	1897 Anna M.
1895 Bertha G.	1899 Hattie A.	1900 Minnie M.	Terrill
Parlow	Richards	Shillitto	1895 Fanny A.
1900 Antoinette E.	1895 Emily W.	1901 Edith B.	1897 Hattie E.
Paush	Rider	Shortall	Thorpe
1897 Emily F.	1902 Alice F.	1902 Frances J.	1900 Ruby V.
Pearson	Roberts	Slater	Tibals
1895 Mary M.	1900 Annie L.	1902 Alice	1900 Carolyn S.
Peck	1902 Effie M.	Sloat	Tiffany
1901 Florence E.	Roche	1900 Laura M.	1897 Helen P.
1902 Alice	1901 Grace E.		Tillotson
			1897 Ethel L.

Tonkin	Vanderwerken	Welton	Williamson
1900 Helen E.	1899 Lillian M.	1896 Alice A.	1901 Agnes B.
Townshend	Ward	Whitney	Wixted
1902 Rebecca D.	1900 Addie	1897 Estella	1901 Susanna
Treat	1902 Mary A.	Wieser	Wolcott
1901 Mary H.	Wallace	1901 Emily	1900 Adah M.
1902 Fannie	1898 Maisie E.	Wilcox	Wolff
Tripp		1895 Rachel M.	1899 Amelia
1900 Carolyn W.	Walsh	1897 Amelia L.	Wolfe
Trounson	1898 Ella C.	1897 Annabella	1895 Maud E.
1896 Mary F.	1901 Alice M.	1898 Clara L.	Wright
Tucker	1902 Julia A.	1899 Ethel M.	1898 Julia H.
1895 Marguerite A.	Warner	1899 Ora L.	1898 Sarah E.
1896 Mary F.	1896 Ella P.	Wilhelmy	1899 Bertha I.
Tuttle	1898 S. Elizabeth	1901 Mabel A.	Wrigley
1895 Mary G.	Welch	1896 Sarah M.	1895 Eda
1901 Ina G.		Williams	Young
Unger	1900 Agnes M.	1897 Mary A.	1900 Cornelia M.
1895 Grace A.	1900 Margaret A.		

A LIST

OF THE

BOARDS OF SCHOOL VISITORS, TOWN SCHOOL COMMITTEES, AND BOARDS OF EDUCATION.

The Chairman is indicated in each case by *C.*; the Secretary by *S.*;
and Acting Visitor by *A. V.*

TOWNS.	NAMES.	P. O. Address.	Term Expires.
ANDOVER,*	J. H. Marsh, <i>S.</i> ,	Andover,	1903
	S. L. French,	"	1903
	C. B. Stearns,	"	1903
	C. L. Backus,	"	1903
	E. D. White,	"	1904
	R. E. Phelps, <i>A. V.</i> ,	"	1904
	A. H. Lyman,	"	1904
	E. P. Skinner, <i>C.</i> ,	"	1904
	W. E. Stetson,	"	1905
	Geo. C. Stanley,	"	1905
	C. E. White,	"	1905
	R. S. Yeomans,	"	1905
	Wm. H. Kane, <i>C.</i> ,	Ansonia,	1903
	Chas. H. Vandercook,	"	1903
ANSONIA,†	H. A. Peck, <i>S.</i> ,	"	1903
	C. J. Cushman,	"	1904
	Wm. Driscoll,	"	1904
	Geo. McNamara,	"	1904
	John Cahill,	"	1905
	Wm. Bowen,	"	1905
	C. M. Gross,	"	1905
	Arthur D. Call, <i>Sup't.</i> ,	"	1905
	Harvey W. Morey, <i>C.</i> , <i>A. V.</i> ,	Westford,	1903
	Mrs. Abbie M. Balch, <i>S.</i> , <i>A. V.</i> ,	Warrenville,	1903
ASHFORD,	Z. B. Bicknell,	Westford,	1904
	Gilbert Amidon,	Warrenville,	1904
	T. H. Whitehouse,	"	1905
	John S. Gray,	Westford,	1905
	B. I. Miller, <i>A. V.</i> ,	Avon,	1903
	H. M. Lyman, <i>S.</i> ,	"	1903
	Delmore Hadsell, <i>C.</i> ,	Unionville, R. F. D.,	1904
AVON,	Rev. S. A. Fiske, <i>A. V.</i> ,	Avon,	1904
	Edmond Chidsey,	"	1905
	George Smith,	Collinsville,	1905
	Dwight Ransom,	Riverton,	1903
	Charles Weldon, <i>A. V.</i> ,	"	1903
BARKHAMSTED, ..	Orville H. Ripley, <i>C.</i> ,	Pleasant Valley,	1904
	Samuel H. Case, <i>S.</i> , <i>A. V.</i> ,	Barkhamsted,	1904
	Miner B. Frazier,	Pleasant Valley,	1905
	Frederick H. Jones,	East Hartland,	1905
	Lavete C. Warner, <i>S.</i> ,	Beacon Falls,	1903
	Lewis C. Warner,	"	1903
BEACON FALLS,*	Daniel J. Carrington, <i>A. V.</i> ,	"	1904
	John W. Cook,	"	1904
	Homer D. Bronson, <i>C.</i> , <i>A. V.</i> ,	"	1905
	Ellis Curry,	"	1905

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
BERLIN,*	George W. Lawrence, ..	East Berlin, ..	1903
	D. F. Brown, ..	" ..	1903
	F. L. Wilcox, C., ..	Berlin, ..	1903
	Norman Beckley, ..	Beckley ..	1904
	J. M. Taylor, ..	Kensington, ..	1904
	Rev. E. E. Nourse, S., ..	Berlin, ..	1904
	F. N. Bacon, ..	Beckley, ..	1905
	A. W. Upson, ..	Kensington, ..	1905
	Rev. James Deegnan, ..	" ..	1905
	H. H. Spooner, A. V., ..	" ..	1905
	Mrs. Arthur Lacey, ..	Naugatuck, ..	1903
BETHANY,*	Arthur Doolittle, ..	Westville, ..	1903
	Walter Doolittle, ..	Naugatuck, ..	1903
	Walter Johnson, ..	Bethany, ..	1904
	Rev. Louis F. Morris, A. V., ..	" ..	1904
	Mrs. Justine C. Coe, S., A. V., ..	" ..	1904
	Mrs. J. B. Todd, ..	Bethany, ..	1905
	M. Jerome Downs, Jr., ..	" ..	1905
	S. K. Woodward, C., ..	" ..	1905
	Rev. H. L. Slack, C., A. V., ..	Bethel, ..	1903
	A. H. Senior, ..	" ..	1903
BETHEL,*	John E. Melvin, ..	" ..	1903
	Charles E. Squires, ..	" ..	1904
	P. J. Garvin, A. V., ..	" ..	1904
	Rev. John Flemming, ..	" ..	1904
	Charles Bailey, S., ..	" ..	1905
	George E. Beard, A. V., ..	" ..	1905
	Wallace Huse, ..	" ..	1905
	Samuel P. Hayes, S., ..	Bethlehem, ..	1903
	George C. Stone, A. V., ..	" ..	1903
	Wm. G. Kair, ..	" ..	1904
BETHLEHEM,...	S. L. Benedict, ..	East Morris, ..	1904
	Nehemiah L. Bloss, ..	Hotchkissville, R. F. D., ..	1905
	Arthur T. Minor, C., A. V., ..	Bethlehem, ..	1905
	John A. Wilcox, ..	Bloomfield, ..	1903
	Wallace C. Deane, ..	" ..	1903
	Geo. F. Woodford, ..	" ..	1903
	Alfred N. Filley, C., ..	" ..	1904
	George D. Gabb, ..	" ..	1904
	Alfred C. Case, ..	" ..	1904
	Henry C. Cadwell, S., A. V., ..	" ..	1905
BLOOMFIELD,.....	William A. Wadhams, ..	" ..	1905
	Henry L. Soper, ..	" ..	1905
	Chas. G. Tryon, ..	Bolton, ..	1903
	Calvin Hutchinson, ..	" ..	1903
	Chas. N. Loomis, Jr., ..	" ..	1904
	Myron W. Sperry, C., ..	" ..	1904
	Rev. C. M. Perry, S., A. V., ..	" ..	1905
	Marvin W. Howard, ..	Bolton Notch, ..	1905
	Thomas Kinkead, C., A. V., ..	Fitchville, ..	1903
	Dr. Samuel G. Johnson, A. V., ..	" ..	1903
BOZRAH,.....	Charles A. Gager, S., A. V., ..	" ..	1903
	Rev. Karl A. J. Martin, C., ..	Branford, ..	1903
	Llewellyn M. Barker, ..	" ..	1903
	George C. Lawrence, ..	Stony Creek, ..	1903
	Dr. Charles W. Gaylord, ..	Branford, ..	1904
	Joseph Freeberg, ..	" ..	1904
	Michael F. Wallace, ..	" ..	1904
	John J. V. Cunningham, S., ..	Box 425, ..	1905
	John Van Wie, ..	" ..	1905
	Edward B. Knowles, ..	Short Beach, ..	1905
BRANFORD,*	Rev. T. S. Devitt, A. V., ..	Branford, ..	1903
	Peter Gabriel, A. V., ..	B'dp't, 124 Park st., ..	1903
	David F. Read, A. V., ..	" 725 Park ave., ..	1903
	Patrick Coughlin, A. V., ..	" 67 Burrough st., ..	1903
	Wm. H. Marigold, A. V., ..	" 664 Park ave., ..	1903
	Peter W. Wren, C., A. V., ..	" 488 State st., ..	1904
	Daniel N. Morgan, A. V., ..	" 582 Washington av., ..	1904
	Chas. B. Baker, A. V., ..	" 72 Park ave., ..	1904
	Dr. Reuben A. Lockhart, A. V., ..	" 18 N. Wash'n av., ..	1904
	William Lieberum, A. V., ..	" 531 Main st., ..	1905
BRIDGEPORT,†	Albert M. Wooster, A. V., ..	" ..	1905
	Dr. Chas. C. Godfrey, A. V., ..	" 753 Lafayette st., ..	1905
	Edward F. Hallen, S., A. V., ..	" 120 Sherwood av., ..	1905
	Charles W. Deane, Supt., ..	" ..	.....

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
BRIDGEWATER,	Edward R. Wooster, ..	Bridgewater, ..	1903
	Harmon W. Treat, ..	" ..	1903
	John H. Randall, ..	" ..	1904
	Stephen P. Treat, S., A. V., ..	" ..	1904
	Marcus B. Mallett, ..	" ..	1905
BRISTOL,	Burton E. Canfield, C., ..	" ..	1905
	Chas. W. Brown, ..	Forestville, ..	1903
	Chas. L. Wooding, S., A. V., ..	Bristol, ..	1903
	Noble E. Pierce, C., ..	" ..	1904
	Dr. Arthur S. Brackett, ..	" ..	1904
	Dr. John J. Wilson, ..	" ..	1905
	Mrs. Edson M. Peck, ..	" ..	1905
BROOKFIELD,	Charles Stuart, ..	Brookfield Center, ..	1903
	John Bateman, ..	Brookfield, ..	1903
	E. H. Northrop, C., ..	Brookfield Center, ..	1904
	Eugene Lake, ..	" ..	1904
	E. N. Hawley, S., A. V., ..	Hawleyville, ..	1905
	Clarke Joyce, ..	Brookfield, ..	1905
BROOKLYN,*	Rev. Arthur O'Keefe, ..	Brooklyn, ..	1903
	Mrs. Ida C. B. Miller, A. V., ..	" ..	1903
	Clark G. Lawton, S., ..	" ..	1904
	William S. Wilcox, C., ..	" ..	1904
	James H. Smith, ..	Danielson, ..	1905
BURLINGTON,	Rev. J. L. Robinson, ..	Brooklyn, ..	1905
	E. Samuel Gillett, C., ..	Bristol, R. F. D., 3, ..	1903
	John Reeve, ..	Burlington, ..	1903
	E. C. Bluhm, A. V., ..	Collinsville, ..	1904
	Elliott Alderman, ..	Burlington, ..	1904
	Rev. John E. Clark, A. V., ..	Collinsville, ..	1905
	Rev. H. J. Condit, S., A. V., ..	Burlington, ..	1905
CANAAN,*	Dr. A. E. Cobb, S., ..	Falls Village, ..	1902
	Rev. J. S. Graham, ..	" ..	1903
	Levi Ganser, ..	Huntsville, ..	1904
	Dwight E. Dean, ..	Falls Village, ..	1904
	Geo. E. Frink, C., A. V., ..	" ..	1905
CANTERBURY,	N. J. Dean, ..	Huntsville, ..	1905
	Dr. John O. Smith, A. V., ..	South Canterbury, ..	1903
	Mrs. Abbie S. Waldo, ..	" ..	1903
	Nathan Exley, ..	Canterbury, ..	1902
	Frank Hoxsie, ..	" ..	1904
	A. Hale Bennett, ..	" ..	1904
	Mrs. Sarah E. Hadley, S., ..	South Canterbury, ..	1904
	Andrew T. J. Clarke, ..	Brooklyn, ..	1905
	Rev. C. C. Lyon, C., A. V., ..	Canterbury, ..	1905
	Oliver S. Francis, ..	" ..	1905
CANTON,*	Henry Humphrey, ..	Canton Center, ..	1903
	Rev. F. S. Francis, ..	Collinsville, ..	1903
	D. T. Dyer, ..	" ..	1903
	O. R. Beckwith, C., ..	" ..	1904
	M. S. Neal, S., ..	" ..	1904
	Geo. J. Case, ..	Canton Center, ..	1904
	Dr. W. H. Crowley, ..	Collinsville, ..	1905
	J. S. Phillips, ..	" ..	1905
	William Hill, ..	" ..	1905
	Harlow Godard, Sept., ..	" ..	1905
CHAPLIN,*	Jared W. Lincoln, C., ..	Chaplin, ..	1903
	Frank C. Lummis, S., ..	" ..	1903
	Rev. Eugene M. Frary, A. V., ..	" ..	1904
	Burton M. Welch, ..	" ..	1904
	Charles B. Ruas, ..	" ..	1905
CHATHAM,	Winslow B. Gallup, ..	North Windham, ..	1905
	A. H. Conklin, C., ..	East Hampton, ..	1903
	W. F. Brainard, ..	" ..	1903
	D. B. Dickinson, ..	Cobalt, ..	1903
	Rev. Wm. Slade, A. V., ..	East Hampton, ..	1904
	Levi Jewett, ..	Cobalt, ..	1904
	Davis S. Strong, S., ..	Middle Haddam, ..	1904
	Philip C. Arnold, ..	East Hampton, ..	1905
	C. G. Bevin, ..	" ..	1905
	Mrs. Florence C. Strong, A. V., ..	Middle Haddam, ..	1905
CHESHIRE,*	Chas. T. Hotchkiss, C., A. V., ..	West Cheshire, ..	1903
	Charles M. Hotchkiss, ..	Cheshire, ..	1903
	John E. Martin, ..	" ..	1904
	Frederick Doolittle, S., A. V., ..	" ..	1904
	James E. McCabe, ..	" ..	1905
	Milton W. Hall, ..	West Cheshire, ..	1905

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
CHESTER,*	Carlton J. Bates, C., ..	Chester, ..	1903
	Leonard R. Bishop, ..	" ..	1903
	C. E. Smith, ..	" ..	1904
	Fred. W. Silliman, S., A. V., ..	" ..	1904
	Andrew E. Warner, ..	" ..	1905
CLINTON,*	E. Benajah Pratt, ..	" ..	1905
	Henry L. Wellman, ..	Clinton, ..	1903
	John B. Wright, ..	" ..	1903
	Geo. E. Elliot, C., A. V., ..	" ..	1903
	Dr. Fred'k B. Jackman, ..	" ..	1903
	Henry Stevens, ..	" ..	1904
	Sturges G. Redfield, S., ..	" ..	1904
	Chas. Carter, A. V., ..	" ..	1904
	Frederick T. Peet, ..	" ..	1904
	Rev. Chas. T. Robinson, ..	" ..	1905
COLCHESTER,	Effie S. Cramer, ..	" ..	1905
	Rev. Samuel W. Delzell, ..	" ..	1905
	Sarah J. Redfield, ..	" ..	1905
	J. J. Sullivan, A. V., ..	Colchester, R. F. D., ..	1903
	Rev. E. C. Ingalls, S., ..	Colchester, ..	1903
	S. P. Willard, C., ..	" ..	1904
	J. F. Slater, ..	" ..	1904
	Rev. M. H. May, ..	" ..	1905
	Asa Brainard, A. V., ..	Westchester, ..	1905
	Eugene Fetterall, ..	Robertsville, ..	1905
COLERBROOK,	H. P. Deming, ..	" ..	1903
	Eugene Mulcahy, ..	Winsted, R. F. D., ..	1903
	Robert W. Lawrence, ..	" ..	1904
	John A. Moore, ..	Robertsville, ..	1904
	Samuel E. Johnson, ..	Colebrook, ..	1904
	Sam'l A. Cooper, S., A. V., ..	" ..	1905
	Howard Smith, C., ..	" ..	1905
	Henry K. Boyer, ..	Robertsville, ..	1905
	Wm. H. Yeomans, ..	Columbia, ..	1903
	Rev. J. P. Harvey, ..	Columbia, ..	1903
COLUMBIA,	Geo. H. Champlin, ..	Leonard's B'dge, R. F. D., ..	1904
	Wm. C. Robinson, ..	Hebron, ..	1904
	J. N. Clark, S., A. V., ..	Columbia, R. F. D., ..	1905
	W. H. Bliss, C., ..	Chestnut Hill, ..	1905
	David L. Smith, C., ..	West Cornwall, ..	1903
	James A. Cochrane, ..	" ..	1903
	William C. Hart, ..	" ..	1903
	George C. Harrison, ..	" ..	1904
	Minor P. Rogers, ..	" ..	1904
	Philo M. Kellogg, S., A. V., ..	Cornwall, ..	1904
CORNWALL,	Andrew M. Clark, ..	" ..	1905
	John L. Ives, A. V., ..	West Cornwall, ..	1905
	Theodore Sturges, ..	" ..	1905
	Mrs. Ellen L. Topliff, A. V., ..	South Coventry, ..	1903
	Geo. H. Robertson, A. V., ..	Willimantic, ..	1903
	Charles R. Hall, C., A. V., ..	Rockville, R. F. D., ..	1904
	Charles Robertson, A. V., ..	" 2, ..	1904
	Andrew Kingsbury, S., A. V., ..	" 2, ..	1905
	Alexander S. Hawkins, A. V., ..	Willimantic, ..	1905
	Dr. F. K. Hallock, S., ..	Cromwell, ..	1903
CROMWELL,*	F. C. Hick, ..	" ..	1903
	W. C. Noble, ..	" ..	1903
	C. T. Pratt, ..	Little River, ..	1904
	Rev. Walter V. Gray, A. V., ..	Cromwell, ..	1904
	Geo. E. Marsh, C., ..	" ..	1904
	T. D. Simpson, ..	" ..	1905
	W. E. Fawthrop, ..	" ..	1905
	S. V. Hubbard, ..	" ..	1905
	James E. Walsh, A. V., ..	Danbury, ..	1903
	Rev. Charles F. Hall, ..	" ..	1904
DANBURY,	Howard B. Scott, A. V., ..	" ..	1904
	Dr. Nathaniel Selleck, A. V., ..	" ..	1904
	William D. Lane, C., A. V., ..	" ..	1905
	Rev. A. C. Hubbard, S., A. V., ..	" ..	1905
	Rev. Arthur Requa, S., A. V., ..	Noroton, ..	1903
	A. Floyd Delafield, ..	" ..	1903
	William T. Andrews, ..	" ..	1904
	Rev. Herbert S. Brown, A. V., ..	Darien, ..	1904
	Albert H. Scofield, ..	" ..	1905
	Wm. E. Street, C., ..	" ..	1905

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
DERBY,†	Cyrus Brewster, ..	Derby, ..	1904
	John O'Hara, ..	" ..	1904
	Edwin Hallock, ..	" ..	1904
	John Dunne, ..	" ..	1904
	John C. Keilly, ..	" ..	1905
	Dr. Geo. L. Beardsley, ..	" ..	1905
	John P. Wall, C., ..	" ..	1905
	John W. Peck, <i>Supt.</i> , ..	" ..	1905
	John W. Larkin, <i>Clerk</i> , ..	" ..	1905
DURHAM,	Judson E. Francis, ..	Durham Center, ..	1903
	Rev. Joseph Hooper, C., A. V., ..	Durham, ..	1903
	Mrs. E. M. Mathewson, A. V., ..	" ..	1904
	Mrs. Frederic P. Hubbard, S., ..	" ..	1904
	Stephen A. Seward, ..	Durham Center, ..	1905
	Geo. H. Bailey, ..	" ..	1905
EASTFORD,	Rev. J. K. Aldrich, ..	Eastford, ..	1903
	A. L. Johnson, ..	" ..	1903
	M. F. Latham, C., ..	Phoenixville, ..	1904
	A. G. Morse, ..	North Ashford, ..	1904
	S. A. Wheaton, ..	Eastford, ..	1905
	Rev. C. L. Chamberlain, S., A. V., ..	North Ashford, ..	1905
EAST GRANBY,*	James Griswold, ..	East Granby, ..	1903
	B. L. Griffin, S., ..	Copper Hill, ..	1903
	W. W. Viets, ..	East Granby, ..	1904
	I. C. Thompson, C., ..	" ..	1904
	B. P. Clark, A. V., ..	" ..	1905
	Orrin Case, Jr., ..	" ..	1905
EAST HADDAM,*	Charles H. Rich, C., A. V., ..	Hadlyme, ..	1903
	Charles H. Rogers, A. V., ..	Moodus, ..	1903
	Charles E. Brownell, ..	" ..	1903
	Asa E. Brooks, A. V., ..	" ..	1904
	Charles B. Warner, ..	East Haddam, ..	1904
	M. C. Stark, A. V., ..	Hadlyme, ..	1904
EAST HARTFORD,	Michael Bride, A. V., ..	Moodus, ..	1905
	Sidney S. Carter, A. V., ..	" ..	1905
	Norris W. Rathbun, S., A. V., ..	East Haddam, ..	1905
	F. Howard Ensign, C., A. V., ..	Silver Lane, ..	1903
	Rev. Geo. A. Bowman, A. V., ..	East Hartford, ..	1903
	Ruth W. Carroll, A. V., ..	" ..	1903
EAST HAVEN,*	Joseph O. Goodwin, S., ..	" ..	1904
	Willie H. Fowler, ..	Silver Lane, ..	1904
	Dr. Franklin H. Mayberry, ..	Burnside, ..	1904
	Geo. Le Vannais, A. V., ..	East Hartford, ..	1905
	Will P. Landon, ..	" ..	1905
	Dr. Thos. S. O'Connell, A. V., ..	" ..	1905
EAST LYME,*	H. T. Thompson, ..	East Haven, ..	1903
	H. H. Bradley, ..	" ..	1903
	F. L. Hawkins, S., A. V., ..	" ..	1903
	W. K. Stevens, ..	" ..	1904
	G. J. Tuttle, C., A. V., ..	" ..	1904
	L. W. Thompson, A. V., ..	" ..	1904
EASTON,*	Lottie E. Street, A. V., ..	" ..	1905
	H. A. Smith, ..	" ..	1905
	S. A. Chidsey, ..	" ..	1905
	Calvin S. Davis, ..	Niantic, ..	1903
	D. Lynsted Gates, ..	" ..	1903
	Byron Clark, ..	" ..	1903
EAST WINDSOR,*	William Park, ..	East Lyme, ..	1904
	F. O. Ernesty, ..	" ..	1904
	D. B. Richmond, ..	" ..	1904
	Dr. Frederick H. Dart, C., ..	Niantic, ..	1905
	John F. Luce, S., ..	" ..	1905
	A. J. Weaver, ..	East Lyme, ..	1905
EASTON,*	Geo. D. Taylor, A. V., ..	Niantic, ..	1905
	C. S. Powell, A. V., ..	Bridgeport, R. F. D. 1, ..	1903
	Arthur Sherwood, A. V., ..	" ..	1903
	G. S. Gillette, A. V., ..	" ..	1904
	C. S. Everett, A. V., ..	" ..	1904
	Henry W. Osborn, C., A. V., ..	Fairfield, R. F. D. 10, ..	1905
EAST WINDSOR,*	S. B. Turney, S., A. V., ..	Westport, R. F. D. 11, ..	1905
	Rev. Wm. F. English, C., A. V., ..	East Windsor, ..	1903
	Lemuel Stoughton, ..	" ..	1903
	Geo. S. Phelps, A. V., ..	Warehouse Point, ..	1903
	Dr. Howard O. Allen, A. V., ..	Broad Brook, ..	1904
	William Lasbury, ..	" ..	1904

*Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
EAST WINDSOR,*	Lyman B. Griffin, ..	Warehouse Point, ..	1904
	Orson S. Wood, S., A. V., ..	Ellington, R. F. D., ..	1905
	George E. Porter, ..	Warehouse Point, ..	1905
	Ernest J. Miller, ..	" ..	1905
ELLINGTON,*	Dr. Edwin T. Davis, ..	Ellington, ..	1903
	J. M. Marks, S., A. V., ..	" ..	1903
	Albert Finney, ..	Rockville, ..	1903
	Allerton C. Kibbe, ..	Ellington, ..	1904
	J. T. McKnight, C., A. V., ..	" ..	1904
	C. A. Thompson, ..	Melrose, ..	1904
	B. L. Burr, ..	Rockville, ..	1905
	Mrs. Maude Kimball, ..	Ellington, ..	1905
	W. H. Skinner, ..	Rockville, ..	1905
	Geo. T. Mathewson, S., A. V., ..	Thompsonville, ..	1903
ENFIELD,*	Olin S. Olmstead, ..	Melrose, ..	1903
	J. Francis Brown, ..	Thompsonville, ..	1903
	Dr. Geo. T. Finch, C. A. V., ..	" ..	1904
	Amos D. Bridge, ..	Hazardville, ..	1904
	Ashman P. Prickett, A. V., ..	" ..	1904
	Dr. J. Homer Darling, ..	Thompsonville, ..	1905
	D. W. Brainard, ..	" ..	1905
	F. P. Leary, ..	Scitico, ..	1905
	John Halliday, ..	Essex, ..	1903
	Thomas D. Coulter, ..	" ..	1903
ESSEX,*	Walter H. Wright, ..	Centerbrook, ..	1903
	Egbert I. Norton, ..	Ivoryton, ..	1903
	H. Wooster Webber, ..	" ..	1904
	Robert H. Comstock, ..	" ..	1904
	Curtis P. Jones, ..	" ..	1904
	Charles Harrington, S., ..	Essex, ..	1904
	Rev. Percy Barnes, C., A. V., ..	" ..	1905
	Frank R. Gallaher, ..	" ..	1905
	E. Terry Pratt, ..	" ..	1905
	Alfred C. Fenn, ..	" ..	1905
FAIRFIELD,*	Rev. E. H. Burt, A. V., ..	Ivoryton, ..	1903
	Michael B. Lacey, A. V., ..	Plattsville, ..	1903
	John Hawkins, C., A. V., ..	Southport, ..	1903
	Dr. M. V. B. Dunham, A. V., ..	Greenfield Hill, ..	1904
	William C. Kinsella, A. V., ..	Fairfield, ..	1904
	Rev. Allen E. Beeman, S., A. V., ..	" ..	1905
	Alfred S. Perry, A. V., ..	" ..	1905
FARMINGTON,...	Rev. Wm. H. Redding, A. V., ..	Unionville, ..	1903
	H. W. Barbour, S., ..	Farmington, ..	1903
	George Dunham, C., ..	Unionville, ..	1904
	Rev. J. G. Johnson, ..	Farmington, ..	1904
	Louis N. Long, ..	" ..	1904
	Dr. E. M. Ripley, ..	Unionville, ..	1905
	A. R. Wadsworth, ..	Farmington, ..	1905
	F. J. Broadbent, ..	Unionville, ..	1905
	Eleanor H. Johnson, A. V., ..	Farmington, ..	1905
	George L. Ladd, C., A. V., ..	North Franklin, R. F. D., ..	1903
FRANKLIN,*	George H. Griffing, S., A. V., ..	Yantic, " ..	1903
	Louis H. Smith, A. V., ..	" ..	1904
	Henry Bellows, A. V., ..	North Franklin, " ..	1904
	Charles H. Peckham, A. V., ..	Yantic, " ..	1905
	Daniel W. Grant, A. V., ..	" ..	1905
GLASTONBURY,.....	J. H. Hutchins, C., A. V., ..	Glastonbury, ..	1903
	H. E. Loomis, ..	" ..	1903
	Geo. E. Sampson, ..	Addison, ..	1903
	Rev. Quincy Blakely, ..	South Glastonbury, ..	1904
	Rev. F. N. Viets, ..	Buckingham, ..	1904
	Harry W. Potter, ..	Glastonbury, ..	1904
	Rev. F. H. Spear, ..	East Glastonbury, ..	1905
	Dr. Chas. G. Rankin, ..	Glastonbury, ..	1905
	Frederick R. Curtis, S., ..	" ..	1905
	Charles A. Palmer, ..	Goheen, ..	1903
GOHEEN,*	Dr. Noah S. Wadhams, C., ..	" ..	1903
	Rev. Alfred G. Creamer, ..	" ..	1904
	Frederick W. Lucas, S., ..	West Goheen, ..	1904
	Rev. Harry E. Small, A. V., ..	Goheen, ..	1905
	Henry Guilmark, ..	Norfolk, ..	1905
GRANBY,.....	Porter B. Reed, ..	West Granby, ..	1903
	Edgar B. Case, ..	Granby, ..	1903
	L. C. Holcomb, ..	" ..	1903
	L. C. Spring, C., A. V., ..	" ..	1904

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
GRANBY,.....	C. P. Loomis, ..	Granby, ..	1904
— Continued	F. J. Jewett, S., A. V., ..	" ..	1904
	Henry J. Dewey, ..	" ..	1905
	Chas. B. Case, ..	West Granby, ..	1905
	Dr. Rollin B. Chatfield, ..	Granby, ..	1905
GREENWICH,.....	Thos. H. Delano, C., A. V., ..	Greenwich, ..	1903
	Wm. White, A. V., ..	Cos Cob, ..	1903
	Silas E. Mead, A. V., ..	Port Chester, N. Y., ..	1904
	Thos. F. Hawley, S., A. V., ..	Glenville, ..	1904
	Albert C. Peck, A. V., ..	Greenwich, ..	1905
	Wm. H. Wessels, A. V., ..	Hawthorne, ..	1905
GRISWOLD,	John E. Green, ..	Jewett City, ..	1903
	John D. Eccleston, ..	" ..	1903
	Daniel L. Phillips, S., A. V., ..	" ..	1903
	John A. Owen, C., ..	" ..	1904
	John C. Hawkins, ..	" ..	1904
	Walter G. Burdick, ..	Glasgo, ..	1904
	Albertus C. Burdick, ..	Jewett City, ..	1905
	John F. Hennon, ..	" ..	1905
	Douglas P. Auclair, ..	" ..	1905
GROTON,.....	Chas. R. Heath, S., A. V., ..	Mystic, ..	1903
	F. H. Brewer, A. V., ..	West Mystic, ..	1903
	Mrs. Clara B. Whitman, A. V., ..	Groton, ..	1904
	Mrs. A. E. T. Gray, A. V., ..	" ..	1904
	Augustin S. Chester, C., A. V., ..	Noank, ..	1905
	Horace Clift, A. V., ..	Mystic, ..	1905
GUILFORD,.....	Rev. Geo. W. Banks, ..	Guilford, ..	1903
	E. M. Leete, ..	" ..	1903
	Dr. Geo. H. Beebe, S., A. V., ..	" ..	1903
	E. Walter Leete, C., ..	Leete's Island, ..	1904
	F. W. Shelley, ..	Guilford, ..	1904
	Erwin W. Rossiter, A. V., ..	North Guilford, ..	1904
	John W. Norton, A. V., ..	Guilford, ..	1905
	Geo. H. Bartlett, ..	" ..	1905
	Washington Griswold, ..	" ..	1905
HADDAM,.....	W. C. Marble, ..	Higganum, ..	1903
	Orrin Shailer, ..	Shailerville, ..	1903
	E. P. Arnold, ..	Haddam, ..	1903
	Dr. LeRoy A. Smith, C., ..	Higganum, ..	1904
	Samuel Arnold, ..	Haddam, ..	1904
	Henry Spencer, ..	" ..	1904
	F. A. House, ..	Haddam Neck, ..	1905
	Rollin U. Tyler, ..	Tylerville, ..	1905
	Rev. E. E. Lewis, S., A. V., ..	Haddam, ..	1905
HAMDEN,*	Edwin B. Atwater, ..	Box 207, New Haven, ..	1903
	Frederick S. Brockett, ..	Mount Carmel, ..	1903
	John M. Hindinger, ..	Highwood, ..	1903
	William J. Dullard, C., A. V., ..	Mount Carmel, ..	1904
	Walter Hayles, ..	Hamden, ..	1904
	Wilbert H. Thomas, ..	Highwood, ..	1904
	Lyman H. Bassett, ..	Mount Carmel, ..	1905
	Rev. Chas. F. Clarke, S., A. V., ..	Whitneyville, ..	1905
	Andrew McKeon, ..	Mount Carmel Center, ..	1905
HAMPTON,.....	Henry Clapp, S., A. V., ..	Rawson, ..	1903
	Joseph Congdon, ..	Howard Valley, ..	1903
	Austin E. Pearl, C., ..	Hampton, ..	1903
	Allen Jewett, ..	Clark's Corner, ..	1904
	Angie M. Burnham, ..	Hampton, ..	1904
	Fred. Litchfield, ..	" ..	1904
	Chester B. Jewett, ..	" ..	1905
	T. D. Chandler, ..	" ..	1905
	Geo. Kimball, ..	" ..	1905
HARTFORD,.....	Welthea T. Day, S., ..	Hartford, 427 Main st., ..	1903
	Everett J. Lake, ..	" 17 Albany ave., ..	1903
	Thomas F. Kane, C., ..	" 517 Main st., ..	1903
	Herbert S. Bullard, ..	" 2 Central row, ..	1904
	Thomas S. Weaver, Sup't., ..	" 50 State st., ..	1904
	William J. McDonough, ..	" 801 Main st., ..	1904
	John K. Williams, ..	" 973 Main st., ..	1905
	Burton L. Newton, ..	" 77 Pearl st., ..	1905
	Henry McManua, ..	" 80 Pratt st., ..	1905
HARTLAND,.....	Leroy E. French, ..	Riverton, ..	1903
	O. E. Murphy, ..	Center Hill, ..	1903
	Carlton E. Osborne, ..	West Hartland, ..	1904
	Edgar D. Bunnell, C., ..	East Hartland, ..	1904

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
HARTLAND,.....	E. A. Gaylord, <i>A. V.</i> , ..	West Hartland, ..	1905
HARWINTON,*.....	D. N. Gaines, <i>S., A. V.</i> , ..	East ..	1905
	Wm. M. Allen, ..	Torrington, ..	1903
	Albert G. Wilson, <i>C.</i> , ..	" ..	1903
	Andrus W. Cook, ..	Terryville, ..	1903
	Wm. J. Barber, ..	Torrington, ..	1904
	Rev. Charles B. Strong, ..	" ..	1904
	Dr. Chas. L. Blake, <i>S., A. V.</i> , ..	" ..	1904
	Martin L. Goodwin, ..	" ..	1905
	William J. Cook, ..	" ..	1905
HEBRON,.....	Walter S. Balch, ..	East Litchfield, ..	1905
	Frank R. Post, ..	Hebron, ..	1903
	Loren A. Waldo, <i>C.</i> , ..	Turnerville, R. F. D., ..	1903
	Charles L. Phelps, ..	Hebron, ..	1903
	Hart E. Buell, ..	Gilead, ..	1904
	John H. Fitzgerald, <i>A. V.</i> , ..	Hebron, ..	1904
	Dr. C. H. Pendleton, <i>S., A. V.</i> , ..	" ..	1904
	Charles G. Allyn, ..	Turnerville, ..	1905
	Arthur E. Hutchinson, ..	Gilead, ..	1905
HUNTINGTON,*.....	William W. Jones, ..	Hebron, ..	1905
	D. S. Brinmade, <i>C.</i> , ..	Derby, ..	1903
	John W. Doyle, <i>A. V.</i> , ..	Shelton, ..	1903
	Horace Wheeler, <i>S.</i> , ..	" ..	1904
	Edw. S. Hawley, <i>A. V.</i> , ..	Shelton, ..	1904
	Peter Reilly, ..	Derby, ..	1905
KENT,.....	Dr. H. A. Roberts, ..	" ..	1905
	John Chase, <i>C.</i> , ..	South Kent, ..	1903
	Irwin J. Beardsley, <i>A. V.</i> , ..	New Preston, ..	1903
	C. L. Spooner, <i>S., A. V.</i> , ..	Bull's Bridge, ..	1903
	Wm. P. Newton, <i>A. V.</i> , ..	South Kent, ..	1904
	G. A. Vincent, ..	Kent, ..	1905
KILLINGLY,*.....	John Slosson, <i>A. V.</i> , ..	Kent Furnace, ..	1905
	Albert D. Putnam, ..	Danielson, ..	1903
	Henry C. Warren, <i>C.</i> , ..	" ..	1903
	Rev. Geo. A. Alcott, ..	" ..	1903
	John A. Paine, <i>S.</i> , ..	" ..	1904
	Clarence H. Truesdell, ..	Killingly, ..	1904
	James H. Potter, ..	Danielson, ..	1904
	James M. Paine, <i>A. V.</i> , ..	East Killingly, ..	1905
	Dr. Asahei E. Darling, ..	Killingly, ..	1905
	Dr. Henry L. Hammond, ..	" ..	1905
KILLINGWORTH,*.....	D. K. Stevens, <i>C.</i> , ..	Killingworth, ..	1903
	Rev. E. G. Stone, ..	" ..	1903
	L. L. Nettleton, <i>S., A. V.</i> , ..	Madison, ..	1904
	C. E. Nettleton, ..	Killingworth, ..	1904
	Dr. Edward P. Nichols, ..	" ..	1905
	J. S. Griswold, ..	" ..	1905
LEBANON,.....	Isaac Gillette, <i>S., A. V.</i> , ..	Lebanon, ..	1903
	Albert G. Kneeland, <i>A. V.</i> , ..	Leonard's Bridge, ..	1903
	Rev. R. E. Turner, <i>C., A. V.</i> , ..	Lebanon, ..	1905
LEDYARD,.....	Joseph A. Gallup, <i>C., A. V.</i> , ..	Old Mystic, ..	1904
	Thomas P. Norman, <i>S., A. V.</i> , ..	Norwich, R. F. D., ..	1904
	Samuel E. Holdridge, <i>A. V.</i> , ..	Poquetanuck, ..	1904
LISBON,*.....	Geo. G. Bromley, <i>C., A. V.</i> , ..	Versailles, ..	1903
	James B. Palmer, Jr., ..	Norwich, R. F. D. 4, ..	1903
	Harry L. Hull, ..	" " 4, ..	1904
	John G. Bromley, <i>C.</i> , ..	" " 4, ..	1904
	Edward C. Strong, <i>S. A. V.</i> , ..	" " 4, ..	1905
	Samuel Baldwin, ..	Taftville, ..	1905
LITCHFIELD,*.....	James P. Woodruff, <i>C., A. V.</i> , ..	Litchfield, ..	1903
	James P. Catlin, <i>A. V.</i> , ..	Northfield, ..	1903
	Elbert P. Roberts, <i>S., A. V.</i> , ..	Litchfield, ..	1904
	Chas. D. Kilbourn, <i>A. V.</i> , ..	Bantam, ..	1904
	Andrew D. Smith, <i>A. V.</i> , ..	Litchfield, ..	1905
	Geo. A. Smith, <i>A. V.</i> , ..	Milton, ..	1905
LYME,.....	Dr. J. G. Ely, ..	Hamburg, ..	1903
	Chas. F. Beebe, ..	Lyme, ..	1903
	H. B. Sisson, ..	Hamburg, ..	1904
	T. Ely Beebe, <i>S., A. V.</i> , ..	Lyme, ..	1904
	Rev. E. F. Burr, <i>C.</i> , ..	" ..	1905
	James L. Raymond, ..	North Lyme, ..	1905
MADISON,*.....	Webster W. Crampton, ..	Madison, ..	1903
	Chas. H. Parker, ..	" ..	1903
	Myron H. Munger, ..	" ..	1904
	Watson L. Bradley, ..	" ..	1904

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
MADISON,*	Webster D. Whedon, C.,	Madison, ..	1905
— Continued	Geo. B. Munger, S., A. V.,	East River, ..	1905
	Mary E. Redfield, A. V.,	Madison, ..	...
MANCHESTER,	Calvin E. Weidner, A. V.,	Manchester, ..	1903
	Frederick J. Murphy, A. V.,	" ..	1903
	Clinton W. Cowles, ..	" ..	1904
	Herbert O. Bowers, S., A. V.,	" ..	1904
	Edwin A. Lydall, C., ..	" ..	1905
	Robert P. Bissell, ..	" ..	1905
MANCHESTER, †,	Rev. William J. McGurk, A. V.,	South Manchester, ..	1903
(Ninth District.)	Geo. W. Reynolds, A. V.,	" ..	1903
	Mrs. Anna L. Biddle, A. V.,	" ..	1904
	Charles S. Cheney, S., ..	" ..	1904
	John S. Cheney, C., ..	" ..	1905
MANSFIELD,*	V. D. Stearns, ..	Willimantic, ..	1903
	Henry W. Hanks, ..	Mansfield Center, ..	1903
	H. O. Huntington, ..	" ..	1903
	C. H. Savage, A. V., ..	Eagleville, ..	1904
	Leonard Smith, ..	Mansfield Center, ..	1904
	James C. Green, ..	Mansfield Depot, ..	1904
	Rev. Clarence Pike, A. V.,	Mansfield Center, ..	1905
	Benjamin F. Koona, C., ..	" ..	1905
	A. W. Buchanan, S., ..	" ..	1905
MARLBOROUGH,	Banks Jones, ..	Turnerville, ..	1903
	Frank H. Blish, ..	Marlborough Mills, ..	1903
	Mrs. John W. Day, A. V.,	Marlborough, ..	1904
	John Lord, ..	" ..	1904
	Mrs. Thankful Cooley, ..	" ..	1905
	George Lyman, C., S., ..	" ..	1905
MERIDEN,*	C. E. Stockder, Jr., ..	Meriden, ..	1903
	James P. Platt, ..	" ..	1903
	Thomas King, ..	" ..	1903
	Thomas L. Keilly, ..	" ..	1903
	Charles L. Upham, ..	" ..	1904
	Homer A. Curtiss, S., ..	" ..	1904
	Dr. C. H. S. Davis, C., ..	" ..	1904
	Napoleon P. Forcier, ..	" ..	1904
	Thomas A. Benham, ..	South Meriden, ..	1905
	Benjamin W. Collins, ..	Meriden, ..	1905
	Dr. A. W. Tracy, ..	" ..	1905
	E. E. West, ..	" ..	1905
	Albert B. Mather, <i>Supt.</i> , ..	" ..	...
MIDDLEBURY,	Alford Trelease, ..	Middlebury, ..	1903
	Mrs. Eli Bronson, S., ..	" ..	1903
	Arthur W. Bissell, C., ..	" ..	1904
	G. T. Abbott, ..	" ..	1904
	Artisan S. Clark, A. V.,	" ..	1905
	Mrs. Martha Judd, ..	" ..	1905
MIDDLEFIELD,*	Chas. N. Burnham, C., ..	Middlefield, ..	1903
	Lucy J. Miller, ..	" ..	1903
	Frederick J. Winter, ..	" ..	1904
	Grace E. Miller, S., ..	" ..	1904
	J. C. Safford, ..	Rockfall, ..	1905
	Aaron E. Miller, ..	Middlefield, ..	1905
	Rev. Walter Patton, A. V.,	" ..	...
MIDDLETOWN,	Murray Closson, A. V.,	Middletown, ..	1903
	James K. Guy, C., ..	" ..	1903
	I. J. Dempsey, ..	" ..	1904
	Charles E. Bacon, A. V.,	" ..	1904
	John G. Hopkins, A. V.,	" ..	1905
	Charles Reynolds, S., ..	" ..	1905
MIDDLETOWN, †,	Lyman D. Mills, ..	Middletown, ..	1903
(City District.)	Thos. W. McDowell, ..	" ..	1903
	Henry D. Inglis, ..	" ..	1903
	W. U. Pearne, S., ..	" ..	1904
	Dr. Leonard Bailey, A. V.,	" ..	1904
	George A. Craig, ..	" ..	1904
	Daniel J. Donahoe, C., ..	" ..	1905
	Frank D. Haines, ..	" ..	1905
	Thomas MacDonough Russell, ..	" ..	1905
	W. B. Ferguson, <i>Supt.</i> , ..	" ..	...
MILFORD,*	G. Frank Smith, ..	Milford, ..	1903
	Chas. A. L. Totten, A. V.,	" ..	1903
	Charles A. Tomlinson, S.,	" ..	1903
	William B. Brotherton, ..	" ..	1903

* Town School Committee.

† Board of Education.

‡ School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
MILFORD,*	Nathan E. Smith, <i>A. V.</i>	Woodmont,	1904
	Alexander B. Gardner, ..	Milford, ..	1904
	Robert W. Clark, ..	" ..	1904
	Charles W. Beardsley, ..	" ..	1904
	Alonzo W. Burns, ..	" ..	1905
	George M. Gunn, <i>C.</i> , ..	" ..	1905
	David E. Smith, ..	" ..	1905
MONROE,	John S. Cairoli, ..	" ..	1905
	E. C. Shelton, <i>C.</i> , <i>A. V.</i>	Stepney Depot, ..	1905
	Homer F. Sherman, <i>A. V.</i> , ..	" ..	1905
	C. E. Osborne, <i>S.</i> , <i>A. V.</i> , ..	" ..	1905
MONTVILLE,*	Chas. F. Bartlett, <i>A. V.</i> , ..	Montville, ..	1903
	S. H. Browning, <i>S.</i> , <i>A. V.</i> , ..	Oakdale, ..	1903
	Morton E. Fox, <i>C.</i> , ..	Uncasville, ..	1904
	Matthew Walsh, ..	Montville, ..	1904
	Mrs. Alice P. Mitchell, <i>A. V.</i> , ..	Uncasville, ..	1905
	Edward Comet, ..	Uncasville, ..	1905
MORRIS,	H. C. Goslee, ..	Morris, ..	1903
	S. A. Whittlesey, <i>C.</i> , <i>A. V.</i> , ..	" ..	1903
	Wm. F. Kirchberger, ..	East Morris, ..	1904
	J. W. Skilton, <i>S.</i> , <i>A. V.</i> , ..	" ..	1904
	H. C. Alvord, ..	Morris, ..	1905
NAUGATUCK,†	Silas E. Stockman, ..	East Morris, ..	1905
	W. T. Rodenbach, <i>C.</i> , <i>A. V.</i> , ..	Naugatuck, ..	1903
	William Kennedy, <i>A. V.</i> , ..	" ..	1903
	Dr. Wm. J. Delaney, <i>A. V.</i> , ..	" ..	1904
	A. H. Dayton, <i>A. V.</i> , ..	" ..	1904
	William J. Neary, <i>S.</i> , <i>A. V.</i> , ..	" ..	1905
NEW BRITAIN,*	Dr. Thomas M. Bull, <i>A. V.</i> , ..	" ..	1905
	Dr. Michael J. Coholan, ..	N. Brit'n, 186 E. Main st.,	1903
	John Walsh, ..	" 73 Lincoln st.,	1903
	W. E. Attwood, ..	" 227 W. Main st.,	1903
	Carl Ebbesen, ..	" 58 Bassett st.,	1903
	Ralph G. Hibbard, <i>S.</i> , <i>A. V.</i> , ..	" Hillside Place,	1904
	Denis Riordan, ..	" 415 E. Main st.,	1904
	James Roche, <i>C.</i> , ..	" Bassett st.,	1904
	L. Hoyt Pease, ..	" 28 Court st.,	1904
	E. H. Davison, ..	" 40 Lexington st.,	1905
	M. C. Webster, ..	" 404 N. Stanley st.,	1905
	Charles S. Andrews, ..	" Stanley Quarter,	1905
NEW CANAAN,*	B. F. Gaffney, ..	New Britain, ..	1905
	G. A. Stuart, <i>Supt.</i> , ..	" ..	1905
	Geo. F. Lockwood, ..	New Canaan, ..	1903
	C. G. Taylor, ..	" ..	1903
	Dr. C. H. Scoville, ..	" ..	1903
	B. F. Hoyt, <i>C.</i> , ..	" ..	1904
	W. W. Kirk, ..	" ..	1904
	Henry Kelley, <i>S.</i> , ..	" ..	1904
	F. E. Green, ..	" ..	1905
	L. S. Knapp, ..	" ..	1905
	John H. Davidson, ..	" ..	1905
NEW FAIRFIELD,	J. C. Wyckoff, <i>A. V.</i> , ..	" ..	1905
	H. H. Wildman, <i>C.</i> , <i>A. V.</i> , ..	Danbury, R. F. D. 19, ..	1903
	E. P. Brown, ..	" .. 19, ..	1903
	H. J. Dayton, <i>A. V.</i> , ..	" .. 19, ..	1904
	J. J. Treadwell, <i>S.</i> , <i>A. V.</i> , ..	" ..	1904
	E. H. Pearce, ..	" ..	1905
NEW HARTFORD,	D. H. Disbrow, ..	" .. 19, ..	1905
	F. O. Clark, <i>S.</i> , ..	New Hartford, ..	1903
	Alfred E. Merrill, ..	Nepaug, ..	1903
	Fred B. Jones, ..	New Hartford, ..	1904
	Henry T. Smith, ..	" ..	1904
	Clarence F. Loomis, <i>A. V.</i> , ..	Bakersville, ..	1905
	F. M. Chapin, <i>C.</i> , ..	Pine Meadow, ..	1905
NEW HAVEN,† (City District.)	Rev. Frank S. Brewer, <i>A. V.</i> , ..	New Hartford, ..	1905
	Eli Whitney, <i>C.</i> , ..	N. Haven, 78 Crown st.,	1903
	John D. Jackson, ..	" 86 Crown st.,	1903
	Thomas Hooker, ..	" 233 Church st.,	1904
	Jacob B. Ullman, ..	" 865 Chapel st.,	1904
	James T. Moran, ..	" 42 Church st.,	1905
	Frederick A. Betts, ..	" 42 Church st.,	1905
	Dr. Henry A. Spang, ..	" 841 Chapel st.,	1906
	George T. Hewlett, <i>S.</i> , ..	" 21 Center st.,	1905
	F. H. Beede, <i>Supt.</i> , ..	" 21 Center st.,	1905

*Town School Committee.

†Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
New HAVEN,†..... (Westville District.)	A. N. Farnham, ..	Westville, ..	1903
	M. E. Terrell, ..	" ..	1903
	Amos Dickerman, ..	" ..	1903
	M. J. Powers, ..	" ..	1904
	Hobart L. Hotchkiss, S.,	" ..	1904
	Robert T. Grant, ..	" ..	1904
	L. W. Beecher, C.,	" ..	1905
	Chas. A. Marvin, ..	" ..	1905
	Geo. M. Griswold, ..	" ..	1905
	E. W. Voorhees, <i>Supt.</i> ,	" ..	1905
NEWINGTON,*.....	Henry L. Kellogg, S.,	Newington Junction,	1903
	William E. Winter, C.,	New Britain,	1903
	Peter M. Byrne, ..	Newington,	1904
	Rev. Herbert Macy, A. V.,	" ..	1904
	Jedediah Deming, ..	N. Britain, R. F. D. 2,	1905
	Daniel W. Fish, ..	Newington,	1905
NEW LONDON,*.....	M. Wilson Dart, Mayor,	New London,	1903
	Dr. J. G. Stanton, C.,	" ..	1903
	Dr. Harold H. Heyer, ..	" ..	1903
	A. H. Eggleston, ..	" ..	1903
	H. P. Bullard, S.,	" ..	1903
	Carlos Barry, Jr.,	" ..	1904
	Dr. A. W. Crosby, ..	" ..	1904
	F. E. Barker, ..	" ..	1905
	F. S. Newcomb, ..	" ..	1905
	E. M. Sweeney, ..	" ..	1905
	Chas. B. Jennings, <i>Supt.</i> ,	" ..	1905
NEW MILFORD,*.....	William G. Green, ..	New Milford,	1903
	Charles H. Soule, ..	Gaylordsville,	1903
	Francis E. Baldwin, C.,	Northville,	1903
	Willis G. Barton, ..	New Milford,	1903
	Vincent B. Sterling, ..	" ..	1904
	Edward J. Emmons, ..	" ..	1904
	Albert Evitts, S.,	" ..	1904
	John F. Addis, ..	" ..	1904
	Charles N. Hall, ..	" ..	1905
	Albert H. McMahon, ..	" ..	1905
	Chauncey B. Marsh, A. V.,	" ..	1905
	J. Butler Merwin, ..	" ..	1905
	William J. Brew, A. V.,	Sandy Hook,	1903
NEWTOWN,.....	Charles S. Platt, A. V.,	Newtown, ..	1903
	Ezra L. Johnson, C., A. V.,	" ..	1904
	John J. Northrop, S., A. V.,	" ..	1904
	Daniel G. Beers, A. V.,	" ..	1905
	Dr. Jas. W. Gordon, A. V.,	Sandy Hook,	1905
	Howard W. Carter, ..	Norfolk, ..	1903
NORFOLK,.....	Richard Whalen, ..	" ..	1903
	William O'Connor, S.,	" ..	1903
	Henry H. Bridgman, A. V.,	" ..	1904
	Burritt Darrow, ..	" ..	1904
	Michael W. Dillon, ..	" ..	1904
	Edmund Brown, C.,	" ..	1905
	Dr. John C. Kendall, A. V.,	" ..	1905
	Thomas J. Stack, ..	" ..	1905
	Dwight M. Foote, A. V.,	Northford, ..	1903
NORTH BRANFORD,.....	Frederick Dudley, ..	Totokett, ..	1903
	Willis T. Williams, C.,	Northford, ..	1904
	George L. Ford, S.,	North Branford, ..	1904
	T. A. Smith, ..	Northford, ..	1905
	Russell M. Rose, ..	North Branford, ..	1905
	Chas. Page, A. V.,	" ..	1905
	Abel G. Stevens, ..	East Canaan, ..	1903
NORTH CANAAN,*.....	Robert D. Peirce, ..	Canaan, ..	1903
	Samuel A. Eddy, S., A. V.,	" ..	1904
	Edward S. Roberts, C., A. V.,	East Canaan, ..	1904
	Rev. M. H. Mill, ..	Canaan, ..	1905
	Martin F. McCarty, ..	" ..	1905
	J. W. Tuttle, ..	North Haven, ..	1903
	Geo. H. Cooper, ..	Montowese, ..	1903
NORTH HAVEN,.....	O. S. Todd, ..	Clintonville, ..	1903
	H. F. Potter, C.,	North Haven, R. F. D.,	1904
	Geo. J. Mers, ..	" ..	1904
	Andrew Clinton, ..	Clintonville, ..	1904
	Dr. R. B. Goodyear, S., A. V.,	North Haven, ..	1905
	Rev. Wm. Lusk, ..	" ..	1905

* Town School Committees.

† Board of Education.

SCHOOL VISITORS

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TOWNS.	NAMES.	P. O. Address.	Term Expires.
NORTH HAVEN,	Isaac E. Mansfield, ..	North Haven, ..	1905
NORTH STONINGTON,	Mrs. Chester S. Maine, C., ..	North Stonington, ..	1903
	Mrs. John D. Avery, A. V., ..	" ..	1903
	Delia A. Wheeler, S., ..	" ..	1903
NORWALK,	John H. Light, A. V., ..	So. Norwalk, ..	1903
	Thomas A. Riordan, ..	Norwalk, ..	1903
	Arthur C. Wheeler, A. V., ..	" ..	1903
	George S. Kendall, ..	So. Norwalk, ..	1904
	Samuel L. Weed, ..	Norwalk, ..	1904
	Abiathar Blanchard, S., A. V., ..	So. Norwalk, ..	1904
	Bradley S. Keith, C., ..	Norwalk, ..	1905
	Arthur A. Graham, ..	So. Norwalk, ..	1905
NORWICH,	Moses H. Glover, ..	Norwalk, ..	1905
	Arthur E. Storey, ..	Norwich, ..	1903
	Dr. Louis I. Pratte, ..	Taftville, ..	1903
	Charles N. Congdon, ..	Yantic, ..	1903
	Alfred N. Edmundson, ..	Taftville, ..	1903
	Franklin H. Brown, C., ..	Norwich, ..	1904
	Herbert W. Hale, ..	Norwich Town, ..	1904
	Frank T. Maples, S., A. V., ..	Norwich, ..	1904
	Thomas A. Perkins, ..	" ..	1905
	Dr. George Thompson, ..	Taftville, ..	1905
NORWICH (Town St. Dist.), †	John A. Brady, ..	Norwich Town, ..	1903
	Aaron W. Dickey, ..	" ..	1903
	Wm. H. Fitch, ..	" ..	1903
	Rev. Wm. S. Palmer, C., A. V., ..	" ..	1904
	Mrs. Louisa G. Lane, A. V., ..	Norwich, ..	1904
	Jennie M. Case, S., ..	Norwich Town, ..	1904
	Lewis A. Hyde, ..	Norwich, ..	1905
	Fitch L. Allen, ..	Norwich Town, ..	1905
NORWICH (Central Dist.), †	James W. Murphy, ..	" ..	1905
	Jonathan Trumbull, C., ..	Norwich, ..	1903
	Dr. N. B. Lewis, ..	" ..	1903
	Robertson R. Willcox, S., ..	" ..	1903
	Dr. Patrick Cassidy, ..	" ..	1904
	Frank J. Leavens, ..	" ..	1904
	Charles F. Thayer, ..	" ..	1904
	Thatcher Otis, ..	" ..	1905
	A. S. Spaulding, ..	" ..	1905
	Otto E. Wulf, ..	" ..	1905
NORWICH (West Chelsea District), *	Nathan L. Bishop, Supt., ..	Norwich, ..	1903
	William W. Ives, C., ..	" ..	1903
	Martin F. Bent, ..	" ..	1903
	Thomas H. Beckley, ..	" ..	1903
	Rufus W. Tilden, ..	" ..	1904
	Willis T. Rogers, S., ..	" ..	1904
	Andrew H. Breed, ..	" ..	1904
	Henry G. Peck, ..	" ..	1905
	Timothy C. Murphy, ..	" ..	1905
	Patrick F. Kelley, ..	" ..	1905
NORWICH (Falls District), †	J. B. Stanton, Supt., ..	Norwich, ..	1903
	Geo. D. Lewis, ..	" ..	1903
	Francis J. Kane, ..	" ..	1903
	Edward Kirby, ..	" ..	1903
	John F. Parker, S., A. V., ..	" ..	1904
	C. L. Hopkins, ..	" ..	1904
	Frank H. Pullen, ..	" ..	1905
	Joe. T. Fanning, C., A. V., ..	" ..	1905
NORWICH,	Dr. Julian La Pierre, C., ..	Norwich, ..	1903
(Greenville District), †	Archibald Troland, ..	" ..	1903
	John H. Scott, ..	" ..	1904
	Jeremiah J. Desmond, S., A. V., ..	" ..	1904
	Timothy Kelly, ..	" ..	1905
	Charles O. Murphy, ..	" ..	1905
OLD LYME, *	A. G. Rowland, ..	Lyme, ..	1903
	F. J. Howard, ..	Black Hall, ..	1903
	S. L. Waite, ..	South Lyme, ..	1903
	J. G. Perkins, C., ..	Lyme, ..	1904
	D. I. Lay, ..	" ..	1904
	G. R. Swaney, ..	Black Hall, ..	1904
	D. E. Griswold, A. V., ..	Lyme, ..	1905
	J. S. Huntington, ..	" ..	1905
	J. H. Noble, S., ..	" ..	1905
OLD SAYBROOK, *	Wm. Clark, ..	Saybrook, ..	1903

* Town School Committee.

† Board of Education.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
OLD SAYBROOK,*	Robert Burns, ..	Saybrook, ..	1903
— Continued	Calvin Fairbank, A. V., ..	" ..	1903
	Frederick Fish, ..	" ..	1904
	F. T. Bradley, ..	" ..	1904
	Charles Gates, ..	" ..	1904
	A. D. W. Chalker, ..	" ..	1905
	Rev. Edward E. Bacon, S., A. V., ..	" ..	1905
	Geo. W. Denison, C., ..	" ..	1905
ORANGE, ..	Stiles J. Treat, A. V., ..	Orange, ..	1903
	Robert J. Woodruff, A. V., ..	" ..	1903
	John Mackrille, S., A. V., ..	West Haven, ..	1904
	Dr. Charles A. Bevan, A. V., ..	" ..	1904
	F. W. Sheehan, A. V., ..	" ..	1905
	Rev. B. M. Wright, C., A. V., ..	Orange, ..	1905
ORANGE (West Haven), ..	Henry A. L. Hall, S., A. V., ..	West Haven, ..	1903
Union District, †	Edward Gagel, A. V., ..	" ..	1903
	William S. Lucey, A. V., ..	" ..	1904
	John Brown, A. V., ..	" ..	1904
	Dr. John F. Barnett, A. V., ..	" ..	1905
	C. E. Thompson, C., A. V., ..	" ..	1905
OXFORD,*	Glover W. Cable, A. V., ..	Oxford, R. F. D., 1, ..	1903
	Charles H. Lum, A. V., ..	Stevenson, ..	1903
	Orlando C. Osborn, A. V., ..	Oxford, R. F. D., 1, ..	1904
	Rev. G. L. Shaeffer, C., A. V., ..	" ..	1904
	Edgar B. Harger, A. V., ..	" R. F. D., 2, ..	1905
	Elijah B. Treat, S., A. V., ..	" ..	1905
PLAINFIELD,*	Rev. S. H. Fellows, S., A. V., ..	Wauregan, ..	1903
	Waldo Tillinghast, C., ..	Plainfield, ..	1903
	T. L. Morisey, ..	Moosup, ..	1903
	William S. Simmons, ..	Central Village, ..	1904
	A. B. Mathewson, ..	" ..	1904
	Rev. J. H. Broderick, ..	Moosup, ..	1904
	W. H. Kenyon, ..	" ..	1905
	John E. Prior, ..	" ..	1905
	Daniel F. Green, ..	Plainfield, ..	1905
PLAINVILLE,*	Harry A. Castle, ..	Plainville, ..	1903
	Burton W. Lewis, ..	" ..	1903
	Clement G. Glarke, A. V., ..	" ..	1904
	Rev. Henry T. Walsh, A. V., ..	" ..	1904
	Charles W. Moody, C., ..	" ..	1905
	Meritt O. Ryder, S., ..	" ..	1905
PLYMOUTH,*	Rev. Chas. H. Smith, ..	Plymouth, ..	1903
	A. S. Gaylord, S., A. V., ..	Terryville, ..	1903
	Jas. J. Murphy, ..	" ..	1903
	R. J. Plumb, C., ..	" ..	1904
	Richard Baldwin, ..	" ..	1904
	W. N. Austin, ..	Plymouth, ..	1904
	E. L. Pond, ..	Terryville, ..	1905
	M. W. Leach, ..	Plymouth, ..	1905
	Chas. W. Judson, ..	Terryville, ..	1905
POMFRET, ..	Thos. O. Elliott, C., ..	Elliott, ..	1903
	Mrs. Elizabeth Grosvenor, ..	Pomfret Center, ..	1903
	Mrs. Albert Smith, ..	" ..	1903
	Edward Swain, ..	" ..	1904
	Fred. Lyon, ..	Pomfret, ..	1904
	Abilene C. Averill, S., ..	Pomfret Center, ..	1904
	Rev. Winth'p B. Greene, A. V., ..	" ..	1904
	Rev. Lucius Hardy, ..	Pomfret, ..	1905
	Mrs. William May, ..	Putnam, ..	1905
PORTLAND,*	Frederick J. Hurlbut, ..	Portland, ..	1903
	Demas W. Cornwall, ..	" ..	1903
	Charles H. Edwards, ..	" ..	1903
	Wm. D. Penfield, S., A. V., ..	" ..	1904
	Oliver W. Mack, ..	" ..	1904
	Stephen S. Hall, ..	" ..	1904
	F. Gildersleeve, C., ..	Gildersleeve, ..	1905
	John R. Gordon, ..	Portland, ..	1905
	John Wallin, ..	" ..	1905
PRESTON, ..	Rev. N. B. Prindle, C., A. V., ..	Preston, ..	1905
	A. B. Burdick, A. V., ..	Norwich, R. F. D., 1, ..	1905
	Charles C. Zabriskie, S., A. V., ..	" ..	1905
PROSPECT,*	Rev. W. H. Phipps, S., A. V., ..	Wat'by, R. F. D., 2, ..	1903
	D. B. Hotchkiss, ..	" ..	1903
	D. M. Plumb, ..	" ..	1904
	G. Edgar Wallace, ..	West Cheshire, ..	1904

* Town School Committee.

† Board of Education.

SCHOOL VISITORS

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TOWNS.	NAMES.	P. O. Address.	Term Expires.
PROSPECT,*	H. S. Clark, C., A. V.,	Wat'rby, R. F. D., 2,	1905
	Geo. L. Talmadge, ..	" " 2,	1905
PUTNAM,*	C. D. Sharpe, ..	Putnam, ..	1903
	Geo. A. Hammond, C.,	" ..	1903
	Dr. Omer LaRue, ..	" ..	1903
	F. F. Russell, ..	" ..	1904
	E. G. Wright, ..	" ..	1904
	Dr. F. A. Morrell, ..	" ..	1904
	Dr. J. B. Kent, ..	" ..	1905
	W. R. Barber, S., A. V.,	" ..	1905
	Richard Gorman, ..	" ..	1905
	E. H. Johnson, A. V.,	" ..	....
REDDING,	John N. Nickerson, ..	Redding Center,	1903
	J. B. Sanford, C.,	" "	1903
	Samuel C. Shaw, ..	" Ridge, ..	1903
	Rev. E. R. Evans, S., A. V.,	" Center,	1904
	Rev. G. A. Vieta, A. V.,	" "	1904
	W. C. Sanford, ..	" Ridge, ..	1904
	M. Connery, ..	Georgetown, ..	1905
	Emory P. Sanford, ..	Redding Ridge, ..	1905
	Dr. E. H. Smith, ..	" Center, ..	1905
RIDGEFIELD,*	Samuel B. Keeler, ..	Ridgefield, ..	1903
	Geo. A. Knox, ..	" ..	1903
	Gilbert B. Burr, ..	" ..	1903
	Rev. R. E. Shortelle, A. V.,	" ..	1904
	Geo. G. Scott, ..	" ..	1904
	H. P. Bissell, S.,	" ..	1904
	E. J. Couch, C.,	" ..	1905
	T. C. White, ..	" ..	1905
	M. T. McGlynn, ..	" ..	1905
ROCKY HILL,*	Frederick L. Belden, A. V.,	Rocky Hill, ..	1903
	Geo. G. Bulkeley, ..	" ..	1903
	Wm. F. Griswold, ..	" ..	1903
	Frank A. Grant, ..	" ..	1904
	Frank E. Holmes, C.,	" ..	1904
	Frederick Morton, ..	" ..	1904
	Wm. M. Ashwell, ..	" ..	1905
	Henry B. Whitford, ..	" ..	1905
	Luther B. Williams, S.,	" ..	1905
ROXBURY,	Mrs. Chas. Sanford, S., A. V.,	Roxbury, ..	1903
	Dr. L. J. Pons, A. V.,	" ..	1903
	Rev. W. D. Humphrey, C. A. V.,	" ..	1904
	G. W. Leavenworth, A. V.,	Hotchkissville, ..	1904
	E. W. Seeley, A. V.,	Roxbury Station, ..	1905
	G. H. Buckingham, A. V.,	" ..	1905
SALEM,	Robert A. Bailey, C.,	Salem, ..	1903
	Charles B. Harvey, S., A. V.,	" ..	1904
	J. Raymond Douglass, ..	" ..	1904
	Alvah Morgan, ..	" ..	1905
	Harry A. Rathbun, ..	Colchester, R. F. D., 3,	1905
SALISBURY,	Rev. Huber G. Buehler, ..	Lakeville, ..	1903
	Charles F. Wanger, ..	Salisbury, ..	1903
	Rev. R. H. Geaner, ..	Lime Rock, ..	1904
	Elias F. Sanford, S., A. V.,	Ore Hill, ..	1904
	Geo. B. Burrall, C.,	Lakeville, ..	1905
	Rev. Timothy F. Bannon, ..	" ..	1905
SAYBROOK,*	Charles R. Marvin, C.,	Deep River, ..	1903
	Thurber L. Harris, ..	" ..	1903
	Dr. Howard T. French, A. V.,	" ..	1904
	Frank A. Haffon, A. V.,	" ..	1904
	Harvey J. Brooks, S.,	" ..	1904
	Charlton M. Pratt, ..	" ..	1905
	Horace P. Denison, A. V.,	" ..	1905
	James Rankin, ..	" ..	1905
SCOTLAND,*	Rev. Henry B. Mead, ..	Scotland, ..	1903
	Eugene Kimball, ..	" ..	1903
	D. H. Barstow, ..	" ..	1904
	Daniel T. Murphy, ..	" ..	1904
	John D. Moffitt, C.,	" ..	1905
	Archie H. Gallup, S., A. V.,	" ..	1905
SEYMOUR,*	H. S. Halligan, ..	Seymour, ..	1903
	John Early, ..	" ..	1903
	W. H. H. Wooster, ..	" ..	1903
	James Swan, C.,	" ..	1904

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
SEYMOUR,*	Albert E. Clark,	Seymour,	1904
— Continued	L. A. Camp, S., A. V.,	"	1904
	T. L. James, A. V.,	"	1905
	Fred. A. Rugg,	"	1905
	Wolfgang Schaeffer,	"	1905
SHARON,.....	Rev. F. M. Turrentine,	Sharon	1903
	John B. Smith, C.,	"	1903
	Rev. G. F. Goodenough, S., A. V.,	Ellsworth,	1904
	C. C. Gordon,	Sharon,	1904
	Rev. W. H. Hutchinson,	"	1905
SHERMAN,.....	Joseph J. Ryan,	"	1905
	Charles A. Mallory,	Sherman,	1903
	Nelson T. Hungerford,	"	1903
	Dr. J. N. Woodruff, S., A. V.,	"	1903
	Isaac B. Hall,	"	1904
	Ammi D. Giddings,	"	1904
	Charles Johnson,	"	1904
	Daniel B. Mallory, C., A. V.,	"	1905
	James H. Stuart, A. V.,	"	1905
	Warren C. Allen,	"	1905
SIMSBURY,*	Ariel Mitchelson, Jr.,	Tariffville,	1903
	Rev. J. B. McLean, S., A. V.,	Simsbury,	1903
	Julius Vining,	Avon,	1903
	Timothy Clark,	Simsbury,	1903
	G. B. Holcomb,	"	1904
	Wm. C. Mather,	Weatogue,	1904
	E. H. Brockett,	Avon,	1904
	J. L. Bartlett,	Simsbury,	1904
	Jay Barnard,	"	1905
	Alfred Shepard,	"	1905
	S. T. Stockwell, C.,	West Simsbury,	1905
	J. R. Whitehead,	Simsbury,	1905
SOMERS,*	W. P. Fuller, C.,	Somers,	1903
	A. G. Chapin,	East Longmeadow, Mass.,	1903
	F. L. Griswold, S.,	Somersville,	1904
	E. W. Avery,	Somers,	1904
	A. F. Kibbe,	Kibbe,	1905
	C. J. Stephenson,	Somers,	1905
	A. W. Kibbe, A. V.,	"	1905
SOUTHBURY,.....	Rev. David G. Pierce, C., A. V.,	South Britain,	1904
	Henry M. Canfield, S., A. V.,	"	1904
	Charles S. Brown, A. V.,	Southbury,	1904
SOUTHINGTON,*	S. F. Guernsey, C., A. V.,	Southington,	1903
	Richard Elliott, A. V.,	"	1903
	Mrs. L. A. Cummings, S.,	Plantville,	1903
	E. N. Walkley, A. V.,	Southington,	1904
	Dr. W. H. Cushing, A. V.,	"	1904
	Willard J. Gould, A. V.,	"	1904
	Rev. F. O. Blanchard, A. V.,	"	1905
	William Hutton, A. V.,	"	1905
	W. C. Atwater, A. V.,	Plantville,	1905
	Mrs. Anna D. Pollard, Supt.,	"	1905
SOUTH WINDSOR,.....	Roswell Grant, C., A. V.,	East Windsor Hill,	1903
	Ellen M. Foster, A. V.,	Manchester,	1903
	Wm. N. Jennings,	South Windsor,	1904
	Rev. John E. Hurlburt,	Wapping,	1904
	Ralph M. Grant, S.,	East Windsor Hill,	1905
	Wm. J. Hartnett,	South Windsor,	1905
SPRAGUE,	Mary Tarbox,	Hanover,	1903
	Dr. S. A. Bouvier,	Baltic,	1903
	H. Herbert Maynard, S., A. V.,	"	1904
	George Brennan,	"	1904
	Hector McConnell, C.,	Versailles,	1905
	Timothy Welch, A. V.,	Norwich,	1905
STAFFORD,*	Alvarado Howard, C.,	Stafford Springs,	1903
	Wm. E. Hanley,	"	1903
	Wm. H. Black,	Stafford,	1904
	E. A. Burnham, S., A. V.,	Stafford Springs,	1904
	A. L. Suenderhauf, A. V.,	"	1905
	Ralph Wiers, A. V.,	Crystal Lake,	1905
STAMFORD,*	Schuyler Merritt, C., A. V.,	Stamford,	1903
	Nathaniel R. Hart, A. V.,	"	1903
	C. E. Hobbie, A. V.,	"	1903
	Dr. Watson E. Rice, A. V.,	"	1904

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
STAMFORD,*	Dr. P. P. Van Vleet, <i>A. V.</i> , ..	Stamford,	1904
	Isaac M. Scofield, <i>A. V.</i> , ..	"	1904
	George H. Soule, <i>A. V.</i> , ..	"	1905
	Dr. B. W. Bohannon, <i>A. V.</i> , ..	"	1905
	Clement A. Fuller, <i>S.</i> , <i>A. V.</i> , ..	"	1905
	Everett C. Willard, <i>Supt.</i> , ..	"	1905
STERLING,*	Orren W. Bates, ..	Oneco,	1903
	Benjamin S. Bliss, <i>C.</i> , ..	"	1903
	Avery A. Stanton, <i>A. V.</i> , ..	Ekonk,	1904
	Henry D. Dixon, ..	No. Sterling, ..	1904
	Alva F. Sayles, <i>S.</i> , ..	Sterling,	1905
	Geo. C. Spooner, ..	No. Sterling, ..	1905
STONINGTON,	C. H. Babcock, <i>C.</i> , ..	Westerly, R. I., ..	1905
	James H. Weeks, Jr., <i>S.</i> , ..	Stonington, ..	1905
	Silas B. Wheeler, <i>A. V.</i> , ..	Old Mystic, ..	1905
STRATFORD,*	H. J. Curtis, <i>A. V.</i> , ..	Stratford,	1903
	John D. Wells, <i>S.</i> , <i>A. V.</i> , ..	"	1903
	Dr. W. B. Cogswell, <i>C.</i> , <i>A. V.</i> , ..	"	1904
	Albert Wilcoxson, <i>A. V.</i> , ..	"	1904
	Frank E. Blakeman, <i>A. V.</i> , ..	Oronoque,	1905
	Rev. C. S. Bullock, <i>A. V.</i> , ..	Stratford,	1905
SUFFIELD,*	Edward A. Fuller, ..	Suffield,	1903
	Wm. E. Caldwell, ..	West Suffield, ..	1903
	Fred W. Brown, ..	Suffield,	1903
	Clinton Spencer, <i>Supt.</i> , ..	"	1904
	Howard A. Henshaw, <i>S.</i> , ..	Mapleton,	1904
	James O. Haakins, ..	Suffield,	1904
	Philo W. Street, <i>C.</i> , ..	"	1905
	Judah Phelps, ..	West Suffield, ..	1905
	George L. Warner, ..	Southwick, Mass., ..	1905
THOMASTON,*	G. A. Lemmon, ..	Thomaston,	1903
	F. I. Roberts, <i>S.</i> , ..	"	1903
	Rev. T. M. O'Brien, ..	"	1903
	Wm. A. Armour, ..	"	1904
	Geo. A. Stoughton, <i>A. V.</i> , ..	"	1904
	R. S. Goodwin, ..	"	1904
	Rev. A. T. Parsons, <i>C.</i> , <i>A. V.</i> , ..	"	1905
	Rev. Austin Hazen, ..	"	1905
	F. H. Hotchkiss, ..	"	1905
THOMPSON,*	Ira D. Bates, <i>C.</i> , ..	New Boston,	1903
	Rev. S. D. Thatcher, <i>S.</i> , <i>A. V.</i> , ..	Thompson,	1903
	Edward H. Cortis, <i>A. V.</i> , ..	No. Grosvenordale, ..	1904
	Edward F. Thompson, ..	"	1904
	George T. Bixby, <i>A. V.</i> , ..	East Woodstock, ..	1905
	E. Lyman Gould, ..	Grosvenordale,	1905
TOLLAND,*	Wm. A. Agard, ..	Tolland,	1903
	Mrs. Leila S. Hall, ..	"	1903
	Geo. P. Field, <i>C.</i> , ..	Rockville,	1904
	John S. Usher, ..	Tolland,	1904
	C. Hibbard West, ..	Rockville,	1905
	David A. Brown, <i>S.</i> , <i>A. V.</i> , ..	Tolland,	1905
TORRINGTON,*	Wm. W. Bierce, <i>S.</i> , ..	Torrington,	1903
	Louis Eitel, ..	"	1903
	Timothy M. Burns, ..	"	1903
	Elisha J. Steele, <i>C.</i> , ..	"	1904
	Dr. Charles H. Carlin, ..	"	1904
	Edward S. Miner, ..	Burrville,	1904
	James Aldis, ..	Torrington,	1905
	Burr Lyon, ..	"	1905
	G. Hubert Gaylord, ..	Torrington,	1905
	Edwin H. Forbes, <i>Supt.</i> , ..	Torrington,	1905
TRUMBULL,*	Erwin S. Fairchild, ..	Bridgeport, R. F. D., 4, ..	1903
	Lorenzo N. Mallett, ..	Long Hill,	1903
	Peter Gabler, ..	"	1903
	Eli P. Burton, <i>C.</i> , ..	Trumbull,	1904
	Edwin E. Sherman, ..	Long Hill,	1904
	Sterling H. Booth, <i>S.</i> , <i>A. V.</i> , ..	Bridgeport, R. F. D., 4, ..	1904
	Edward Nothnagle, ..	"	1905
	Ormel Hall, ..	"	1905
	William O. Beach, ..	"	1905
UNION,	Geo. Towne, <i>C.</i> , ..	Stafford Springs,	1903
	E. C. Booth, <i>S.</i> , <i>A. V.</i> , ..	"	1903
	H. G. Barber, <i>A. V.</i> , ..	"	1904
	L. B. Booth, ..	Staffordville,	1904

* Town School Committee.

TOWNS.	NAMES.	P. O. Address.	Term Expires.
UNION,	R. E. Webster,	Stafford Springs, ..	1905
— Continued	Henry B. Booth,	Staffordville, ..	1905
VERNON,	W. B. Foster, S., A. V., ..	Rockville, ..	1903
	S. T. Noble, A. V., ..	" ..	1903
	Dr. A. R. Goodrich, C., ..	Vernon, ..	1904
	Morris H. Talcott, ..	Talcottville, ..	1904
	E. G. Butler, ..	Rockville, ..	1905
	T. F. O'Loughlin, ..	" ..	1905
VOLUNTOWN,	J. C. Tanner, S., A. V., ..	Campbell's Mills, ..	1905
	Oscar Purington, C., ..	Voluntown, ..	1905
	Leonard B. Kinne, ..	" ..	1905
WALLINGFORD,	Rev. J. E. Wildman, S., A. V., ..	Wallingford, ..	1903
	Charles D. Morris, ..	" ..	1903
	L. M. Hubbard, ..	" ..	1904
	Rev. John H. Carroll, ..	" ..	1904
	John M. McKenzie, ..	Yalesville, ..	1905
	Charles B. Yale, C., ..	Wallingford, ..	1905
WARREN,	Austin R. Humphrey, ..	Warren, ..	1903
	Joseph Breen, ..	" ..	1903
	Samuel E. Tanner, ..	" ..	1904
	William Forestelle, C., ..	" ..	1904
	Noble B. Strong, S., ..	" ..	1905
	Finley P. Knapp, ..	" ..	1905
	William F. Curtiss, A. V., ..	" ..	.....
WASHINGTON,*	Walter Burnham, A. V., ..	New Preston, ..	1903
	Durward E. Grannis, ..	" ..	1903
	William G. Brinsmade, A. V., ..	Washington, ..	1904
	Geo. V. Sperry, A. V., ..	Marbledale, ..	1904
	Elnathan Mitchell, C., A. V., ..	Washington, ..	1905
	Edward G. Clark, S., ..	Washington Depot, ..	1905
WATERBURY,†	Charles Y. Kent, A. V., ..	Waterbury, Box 611, ..	1903
	Timothy J. Carmody, A. V., ..	" 9 Fuller st., ..	1903
	Isadore Chase, A. V., ..	" 30 Holmes ave., ..	1903
	Dr. E. W. Goodenough, A. V., ..	" 44 Leavenworth st., ..	1903
	Wilfred E. Griggs, A. V., ..	" 323 Grove st., ..	1903
	Charles W. Russell, A. V., ..	" 2 N. Riverside st., ..	1903
	Mayor E. G. Kilduff, C., A. V., ..	" 48 State st., ..	.....
	John J. Fitzgerald, S., ..	" ..	.....
	B. W. Tinker, <i>Sept.</i> ..	" ..	.....
WATERFORD,*	E. J. Hempstead, S., A. V., ..	New London, ..	1903
	A. H. Lanphere, C., ..	Waterford, ..	1903
	L. A. Comstock, A. V., ..	New London, ..	1904
	Francis P. Robertson, ..	Quaker Hill, ..	1904
	Selden B. Manwaring, A. V., ..	Waterford, ..	1905
	Rev. H. M. Wolf, Jr., A. V., ..	" ..	1905
WATERTOWN,	T. P. Baldwin, S., A. V., ..	Watertown, ..	1903
	A. A. Stone, A. V., ..	Oakville, ..	1903
	Rev. H. N. Cunningham, A. V., ..	Watertown, ..	1904
	Dr. Ernest R. Loveland, A. V., ..	" ..	1904
	Paul Klimpke, C., A. V., ..	" ..	1905
	Harry H. Heminway, A. V., ..	" ..	1905
WESTBROOK,*	Gilbert A. Post, ..	Westbrook, ..	1903
	Albert W. Stokes, ..	" ..	1903
	Morris B. Crofut, ..	" ..	1903
	Henry W. Wright, A. V., ..	Ivoryton, ..	1904
	Horace E. Keisey, ..	Westbrook, ..	1904
	Chas. E. Chapman, S., A. V., ..	" ..	1904
	Chas. L. Clark, C., ..	" ..	1905
	Edwin P. Stannard, ..	" ..	1905
	John A. Walker, ..	" ..	1905
WEST HARTFORD,*	Wilham S. Linea, ..	39 Highland st., Hartford, ..	1903
	Leonard D. Fiske, ..	Emgn. & Pros. avs., Hfd. ..	1903
	George W. Staples, ..	West Hartford, ..	1903
	William H. Hall, <i>Sept.</i> ..	" ..	1904
	Charles E. Lord, ..	Elmwood, ..	1904
	Wm. W. Huntington, S., ..	Prospect ave., Hartford, ..	1904
	A. Carl Sternberg, Jr., ..	West Hartford, ..	1905
	H. C. Dissell, ..	" ..	1905
WESTON,	Henry C. Judd, C., ..	29 Highland st., Hartford, ..	1905
	Walter P. Rowland, C., ..	Westport, ..	1903
	Arthur C. Bradley, ..	" ..	1903
	Iverson C. Fantom, ..	" ..	1904
	George A. Sturgis, S., A. V., ..	Norwalk, ..	1904
	Mason F. Sanford, ..	Westport, ..	1905
	Charles R. Morehouse, ..	" ..	1905
WESTPORT,*	T. C. Stearns, C., A. V., ..	" ..	1903
	J. H. McArdle, A. V., ..	" ..	1903

* Town School Committee.

† Board of Education.

SCHOOL VISITORS

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TOWNS.	NAMES.	P. O. Address.	Term Expires.
WESTPORT,*	F. M. Raymond, <i>A. V.</i>	Westport, ..	1904
	Dr. Loren T. Day, <i>S., A. V.</i>	" ..	1904
	Thomas Quislan, <i>A. V.</i>	" ..	1905
	J. Frank Elwood, <i>A. V.</i>	" ..	1905
WETHERSFIELD,.....	Stephen F. Willard, ..	Wethersfield, ..	1903
	Frederick A. Griswold, ..	" ..	1903
	Luther W. Adams, ..	South Wethersfield, ..	1903
	Edward D. Robbins, ..	Wethersfield, ..	1904
	Leslie E. Adams, <i>S., A. V.</i>	South Wethersfield, ..	1904
	Frederick W. Warner, ..	Wethersfield, ..	1904
	Thomas N. Griswold, <i>C.</i>	South Wethersfield, ..	1905
	C. Eugene Adams, ..	Wethersfield, ..	1905
	Stephen Morgan, ..	" ..	1905
	Charles H. Hobby, <i>C., A. V.</i>	Mansfield, ..	1903
WILLINGTON,.....	W. H. Hall, <i>S., A. V.</i>	South Willington, ..	1903
	Daniel L. Royce, ..	Stafford Springs, ..	1903
	J. Burr Sturges, ..	Cannon, ..	1903
WILTON,.....	George F. Brown, <i>A. V.</i>	" ..	1903
	Percy S. Ackerman, <i>S.</i>	Wilton, ..	1904
	Strong Comstock, <i>C.</i>	North Wilton, ..	1904
	Horace S. Reynolds, ..	" ..	1905
	Abner Keeler, ..	Ridgefield, ..	1905
WINCHESTER,.....	H. Hungerford Drake, <i>S., A. V.</i>	Station A, Winsted, ..	1903
	Rev. Geo. W. Judson, <i>C., A. V.</i>	" B, ..	1903
	Mrs. M. W. Wetmore, <i>A. V.</i>	Winchester Center, ..	1904
	Arthur B. Ferry, <i>A. V.</i>	Mill Brook, ..	1904
	Thomas F. Fitzgerald, <i>A. V.</i>	Station B, Winsted, ..	1905
	George A. Sanford, <i>A. V.</i>	" B, ..	1905
	Emir W. Hamlin, <i>A. V.</i>	Willimantic, ..	1903
WINDHAM,*	Dr. Frank E. Guild, ..	Windham Center, ..	1903
	Thomas J. Kelley, ..	Willimantic, ..	1903
	Curtis Dean, <i>C.</i>	" ..	1904
	Geo. E. Hinman, <i>S.</i>	" ..	1904
	J. O'Sullivan, ..	" ..	1904
	W. D. Grant, ..	" ..	1905
	A. N. Colgrove, ..	" ..	1905
	S. B. Harvey, ..	" ..	1905
	Walter W. Loomis, ..	Windsor, ..	1903
	R. Arthur Hagarty, <i>S.</i>	Poquonock, ..	1903
WINDSOR,	Wm. H. Harvey, <i>C.</i>	Windsor, ..	1904
	Geo. R. Maude, <i>A. V.</i>	" ..	1904
	Arthur C. Roberts, ..	" ..	1905
	Addison M. Lanphear, ..	Poquonock, ..	1905
	T. F. McCarty, <i>C.</i>	Windsor Locks, ..	1903
	James D. Phelps, <i>S.</i>	" ..	1903
	Dr. William J. Coyle, <i>A. V.</i>	" ..	1904
WINDSOR LOCKS,*	H. R. Coffin, Jr., ..	" ..	1904
	Geo. M. Montgomery, <i>A. V.</i>	" ..	1905
	J. E. Mooney, ..	" ..	1905
	Samuel Wilson, ..	Wolcott, ..	1903
	Charles S. Tuttle, ..	Waterbury, R. F. D., ..	1903
	Evelyn M. Upson, <i>C.</i>	Wolcott, ..	1904
	Carroll Norton, ..	Bristol, R. F. D., ..	1904
WOLCOTT,*	Elliott Bronson, ..	Wolcott, ..	1905
	Rev. F. P. Waters, <i>S., A. V.</i>	" ..	1905
	G. Halstead Bishop, <i>C.</i>	Westville, ..	1903
	William W. Peck, ..	" ..	1903
	James W. Rice, ..	" ..	1903
	Phineas E. Peck, ..	" ..	1904
	Albert L. Sperry, ..	" ..	1904
	William H. Warner, <i>S., A. V.</i>	" ..	1905
	Henry E. Baldwin, ..	" ..	1905
	Hubert H. Tomlinson, ..	" ..	1905
WOODBRIDGE,*	Charles Pierson Augur, ..	" ..	1905
	John H. Roberts, <i>C.</i>	Hotchkissville, ..	1903
	Joel H. Atwood, ..	" ..	1903
	Rev. James L. R. Wyckoff, ..	North Woodbury, ..	1904
	Michael F. Skelly, ..	Woodbury, ..	1904
	James Huntington, ..	" ..	1905
	David L. Somers, <i>S.</i>	" R. F. D., ..	1905
WOODSTOCK,*	Edward S. Boyd, <i>A. V.</i>	" ..	1905
	Rev. P. S. Butler, <i>C., A. V.</i>	West Woodstock, ..	1903
	H. K. Safford, ..	South Woodstock, ..	1903
	Henry Potter, ..	East Woodstock, ..	1904
	V. T. Wetherell, <i>A. V.</i>	" ..	1904
	H. W. Hibbard, <i>A. V.</i>	Woodstock, ..	1905
	W. W. Sheldon, <i>S.</i>	South Woodstock, ..	1905

* Town School Committee.

LIST OF LIBRARY DIRECTORS

Below will be found a list of all the directors of the libraries organized under Section 4683 of the General Statutes.

C indicates Chairman, S, Secretary, L, Librarian, and T, Treasurer.

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires.
ANDOVER,.....	Fred. S. Case, C.,..	Andover, ..	1903
	E. M. Yeomans, S.,	" ..	1904
	Mary E. Hyde, L.,..	" ..	1905
	Egbert S. Bronson, ..	Ansonia, ..	1903
ANSONIA,.....	Rev. W. F. Markwick, S.,	" ..	1903
	Franklin R. Johnson, C., ..	" ..	1904
	Charles A. Cowles, ..	" ..	1904
	Dr. William H. Conklin, ..	" ..	1904
	Charles D. Hine, ..	Hartford, ..	1904
	James G. Phelps Stokes, ..	227 Madison Ave., N.Y.,	1904
	Roscoe C. Bronson, ..	Ansonia, ..	1905
	Dr. John C. Dwyer, ..	" ..	1905
	Anna Hadley, L., ..	" ..	....
	Wm. Bulkeley, C., ..	Berlin, ..	1904
BERLIN,.....	Ruth Galpin, ..	" ..	1904
	S. F. Raymond, ..	" ..	1905
	C. M. Jarvis, ..	" ..	1905
	F. L. Wilcox, ..	" ..	1906
	D. E. Bradley, ..	" ..	1906
	Lucy Leclair, S., ..	" ..	....
	Emily Brandegae, L., T.,	" ..	....
BETHLEHEM,.....	Royal Lake, ..	Bethlehem, ..	1903
	Nehemiah Bloss, ..	" ..	1903
	Geo. C. Stone, ..	" ..	1904
	Am s C Lake, C., ..	" ..	1905
	George W. Percy, S., ..	" ..	1905
	Alice E. Bird, L., ..	" ..	....
BLOOMFIELD,.....	Nathan F. Miller, ..	Bloomfield, ..	1903
	Geo. M. Phelps, ..	" ..	1903
	Mrs. Ella R. Wood, S., ..	" ..	1904
	Annie Miller, ..	" ..	1904
	Alfred N. Filley, C., ..	" ..	1905
	Alfred C. Case, ..	" ..	1905
	Emily J. Wilcox, L., ..	" ..	....
BRISTOL,.....	Noble E. Pierce, ..	Bristol, ..	1903
	Charles S. Treadway, ..	" ..	1903
	Edward B. Dunbar, C., ..	" ..	1904
	William S. Ingraham, ..	" ..	1904
	Epaphroditus Peck, S., ..	" ..	1905
	James Kane, ..	" ..	1905
	C. L. Wooding, L., ..	" ..	....
BROOKLYN,.....	Mrs. J. S. Bard, C., ..	Brooklyn, ..	1903
	P. B. Sibley, S., T., ..	Danielson, ..	1903
	J. S. Bard, L., ..	Brooklyn, ..	1903
BURLINGTON,.....	John A. Reeve, S., L.,	Burlington, ..	1903
	Linneus F. Turner, ..	" ..	1903
	Dwight E. Mills, ..	Bristol, R. F. D., ..	1903
	Jos. D. Slocum, ..	Unionville, ..	1904
	E. P. Baldwin, ..	Bristol, R. F. D., ..	1904
	George E. Brown, C., ..	Burlington, ..	1905
	Arthur M. Barker, ..	Bristol, R. F. D., ..	1905
	John E. Clark, ..	Collinsville, ..	1905

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires.
CHAPLIN,.....	Rev. Eugene M. Frary,	Chaplin,	1904
	Mrs. Helen A. Witter,	"	1904
	Mrs. Mary B. Gallup,	So. Chaplin,	1905
	Charles H. Hohler,	Chaplin,	1905
	Clarence E. Chester, C.,	"	1903
CHATHAM,..... (East Hampton)	Gertrude L. Hunt, S., L.,	"	1903
	Henry B. Brown, S.,	East Hampton,	1903
	Mrs. Emma S. Cone, T.,	"	1903
	Rev. B. F. Case,	Middle Haddam,	1903
	Dr. G. N. Lawson,	"	1904
	Rev. William Slade,	East Hampton,	1904
	Mrs. Robert H. Hall,	"	1904
	Thomas S. Brown, C.,	"	1905
	Herbert G. Clark,	"	1905
	Vera Brainard,	Cobalt,	1905
	Margery Abell, L.,	East Hampton,	1905
	Dr. S. W. Turner, C.,	Chester,	1905
CHESTER,	Elizabeth H. Smith,	"	1905
	James L. Abbey,	"	1903
	Hattie Pratt, S.,	"	1903
	E. C. Hungerford,	"	1904
	Gertrude M. Turner,	"	1904
COLUMBIA,.....	Mrs. J. K. Denison, L.,	"	1904
	Rev. J. P. Harvey, perm. memb.,	Columbia,	1905
	William A. Collins,	"	1903
	Amelia J. Fuller,	"	1903
	Joseph Hutchins, C.,	"	1904
	James P. Little,	"	1904
	William H. Yeomans,	"	1905
	Alanson H. Fox, S., L.,	"	1905
DARIEN,.....	A. Morehouse,	Darien,	1903
	G. P. Bret,	"	1903
	R. M. Smith,	"	1903
	Dr. G. H. Noxon,	"	1903
	W. E. Street,	"	1903
	J. C. Mather,	Noroton,	1903
	R. A. McDonald, S.,	Darien,	1903
	Rev. Herbert S. Brown, C.,	"	1903
	Miss L. B. Cullen, L.,	"	1905
	David Torrence,	Derby,	1907
	Edwin B. Gager, C.,	"	1907
DERBY,.....	Chas. E. Clark,	"	1907
	Chas. D. Hine,	Hartford,	1905
	Rev. Chas. J. McElroy, S.,	Derby,	1905
	E. Sheppard Gordy,	"	1905
	H. Holton Wood,	Boston, Mass.,	1903
	Chas. N. Downs,	Derby,	1903
	John W. Larkin,	"	1903
	Grace M. Child, L.,	"	1903
	Andrew M. Camp, S.,	Durham,	1903
	Dr. Earl Mathewson,	"	1903
	Stephen A. Seward,	" Center,	1903
DURHAM,.....	Dr. E. A. Markham,	"	1904
	John Marshall, C.,	" Center,	1904
	Henry Davis,	"	1904
	Rev. Joseph Hooper,	"	1905
	Philip J. Riche,	"	1905
	George S. Stone,	" Center,	1905
	Gertrude L. Hart, L.,	"	1905
	Eugene W. Chaffee, C.,	Moodus,	1903
	Arthur J. Silliman,	"	1903
	G. Philip Lecrenier, S.,	"	1903
	C. Leavens Eldredge,	Removed from town,	1903
EAST HADDAM,	Albert E. Purple,	Moodus,	1903
	Wm. E. Nichols,	15 Wall st., N. Y.,	1903
	Dr. E. E. Williams,	Moodus,	1903
	Chas. E. Brownell,	"	1904
	Jas. D. Balen,	"	1904
	Rev. Francis Parker,	Little Haddam,	1904
	Rev. John E. Duxbury,	Moodus,	1904
	John D. Shea,	"	1904
	Mrs. Phoebe M. Rogers,	"	1904
	Mrs. Catherine E. Fowler,	"	1904
	Marshall Emmons,	East Haddam,	1905
	Arthur W. Chaffee,	Moodus,	1905
	James W. Chapman,	"	1905
	George Wakeman,	"	1905
	Michael Bride,	"	1905

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires.
EAST HADDAM,.....	Sam'l P. Clark,	Moodus,	1905
	— Continued. O. H. Parker,	East Haddam,	1905
EAST HARTFORD,.....	Nellie E. Chaffee, L.,	Moodus,	1905
	Percy S. Bryant, C.,	East Hartford,	1903
	Joel H. Brewer,	Hillstown,	1903
	James Hopewell,	E Hartford Meadow,	1903
	C. Henry Olmsted,	East Hartford,	1904
	James S. Forbes,	Burnside,	1904
	Walter G. Murphy,	East Hartford,	1904
	Aaron F. Olmsted,	"	1905
	F. Howard Ensign, S.,	"	1905
	J. Knox Hall,	Hockanum,	1905
	Jessie W. Hayden, L.,	East Hartford,	1905
	Harriet L. Carpenter,	Eastford,	1903
EASTFORD,.....	Welcome Davis,	"	1902
	J. M. Tatem,	"	1902
	A. G. Morse,	No. Ashford,	1903
	Lee Lyon,	Phcenixville,	1903
	A. M. Keith,	Eastford,	1903
	Mary B. Whitney, L.,	"	1903
	Charles A. Thompson, C.,	Melrose,	1903
	Dr. Edwin T. Davis,	Ellington,	1904
	Francis N. Charter, S.,	"	1905
	Elizabeth L. Kibbe, L.,	"	1905
ENFIELD,.....	Franklin J. Sheldon,	Enfield,	1903
	Henry C. Miner,	Hazardville,	1903
	Katherine C. Abbe,	Enfield,	1903
	Thomas J. Preston, C.,	Thompsonville,	1904
	William H. Leete,	"	1904
	Annie L. Whitney,	"	1904
	Robert Hilditch,	"	1905
	Henry J. Bridge, S.,	Hazardville,	1905
	Margaret J. Parsons,	Thompsonville,	1905
	Edith D. Aitkin, L.,	"	1905
FARMINGTON,.....	Charles G. Bill, C.,	Unionville,	1904
	Fred J. Broadbent, T.,	"	1904
	Rev. Wm. H. Redding,	"	1904
	Wm. A. Hitchcock,	"	1904
	Rev. Winfield S. Manship,	"	1904
	L. B. Pond,	"	1904
	Dr. W. J. Morrissey,	"	1904
	George E. Taft, S.,	"	1904
	William Rourke,	"	1904
	Beattie Hogan, L.,	"	1904
GLASTONBURY,.....	J. H. Hutchins, C., L.,	Glastonbury,	1905
	J. W. Purfill,	Hopewell,	1905
	Dr. C. G. Rankin, S.,	Glastonbury,	1904
	Thos. Outrim,	Addison,	1904
	A. M. Brainard,	East Glastonbury,	1903
	F. R. Curtis,	Glastonbury,	1905
	Henry G. Wright,	West Goshen,	1905
	Mrs. Elihu Carlisle,	Goshen,	1904
GOSHEN,.....	Dr. Noah S. Wadhams, C.,	"	1904
	John M. Wadhams,	Torrington,	1903
	Roy F. Kimberly, S.,	Goshen,	1903
	Mrs. Harrison Ives,	West Goshen,	1903
	Emma C. Beardsley, L.,	Goshen,	1903
	C. P. Loomis,	Granby,	1903
	L. C. Spring, S.,	"	1903
	Mary J. Beach,	North Granby,	1904
GRANBY,.....	Geo. S. Godard, L.,	Hartford,	1904
	Edward N. Dewey, C.,	Granby,	1905
	E. M. Cushman,	North Granby,	1905
	Nellie C. Cleveland, S.,	Hampton,	1903
	Mary B. Jewett,	"	1903
	W. H. Burnham, C.,	"	1904
	Albert E. Guild,	"	1904
	Ellen L. Perkins,	"	1904
HAMPTON,.....	Annette R. Clark,	"	1905
	Wm. S. Ford,	"	1905
	Winnie E. Jewett,	"	1905
	W. H. Woodwell, L.,	"	1905
	Dr. C. H. Pendleton, C.,	Hebron,	1903
	Horace F. Porter, S.,	"	1903
	E. J. Wilcox,	"	1903
	D. W. White,	"	1903
HEBRON,.....	Inez H. Porter,	"	1903
	Carrie E. Kellogg, L.,	"	1903
	D. W. White, T.,	"	1903
	"	"	1903

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires.
HUNTINGTON,	Daniel S. Brinsmade, C., ..	Shelton, ..	1905
	Oscar L. Beardale, ..	" ..	1905
	Mrs. Louise W. Plumb, ..	" ..	1904
	Wm. S. Randall, ..	" ..	1904
	Dr. Gould A. Shelton, S., ..	" ..	1903
	Frank J. McCabe, ..	" ..	1903
	Helen Willard Beard, L., ..	" ..	1903
KILLINGLY,	Fred A. Jacobs, ..	Danielson, ..	1903
(Danielson)	James Potter, ..	" ..	1903
	Rienzi Robinson, ..	" ..	1904
	F. T. Preston, C., ..	" ..	1904
	Edward Dexter, S., ..	" ..	1905
	Emma C. Hammond, L., ..	" ..	1905
LEBANON,	C. J. Abell, S., ..	Lebanon, ..	1903
	John Clarke, ..	Liberty Hill, ..	1903
	Rev. D. J. Bliss, ..	Leonard's Bridge, ..	1903
	A. G. Kneeland, ..	Lebanon, ..	1903
	N. C. Barker, ..	" ..	1903
	E. S. Geer, ..	" ..	1903
	Rev. R. E. Turner, C., ..	" ..	1903
	Wm. F. Gates, ..	Willimantic, ..	1903
	Wm. H. Geer, ..	Bozrahville, ..	1903
	Hattie M. Tucker, L., ..	Lebanon, ..	1903
MADISON,	Miss M. E. Scranton, ..	1156 Chapel St., N. Hvn., ..	1903
	Mrs. E. R. Wilcox, ..	Madison, ..	1903
	Miss C. G. Naah, ..	" ..	1903
	Miss E. W. Bishop, ..	" ..	1903
	S. H. Chittenden, ..	" ..	1903
	C. W. Scranton, ..	" ..	1903
	J. R. Meigs, ..	" ..	1903
	Rev. G. A. Bushee, ..	" ..	1903
	J. M. Hull, ..	" ..	1903
	W. B. Coe, ..	" ..	1903
	G. A. Wilcox, ..	" ..	1903
	F. C. Dowd, ..	" ..	1903
	Jane F. Bushnell, ..	" ..	1903
	J. Samuel Scranton, ..	" ..	1903
	Mrs. Frank Dee, ..	" ..	1903
	Wm. D. Scranton, ..	" ..	1903
	Wm. S. Hull, ..	" ..	1903
	Mrs. C. A. Gallup, ..	" ..	1903
	Mary E. Redfield, ..	" ..	1903
	Edith M. Buell, ..	" ..	1903
	Anson Norton, ..	" ..	1903
MANCHESTER,	Mary L. Scranton, L., ..	" ..	1903
	Mrs. Chas. Strickland, S., ..	Manchester, ..	1903
	Mrs. H. O. Bowers, ..	" ..	1903
	Dr. F. H. Whiton, ..	" ..	1904
	Walter E. Lydall, T., ..	" ..	1904
	Wm. Foulds, ..	" ..	1905
	Rev. Clarence H. Barber, C., ..	" ..	1905
	Mrs. F. O. Boynton, L., ..	" ..	1905
MERIDEN,	A. B. Mather, C., ..	89 Miller st., Meriden, ..	1903
	Mrs. Caro. A. Lyon, ..	41 Lincoln st., ..	1903
	Walter S. Billard, ..	144 Lincoln st., ..	1903
	G. M. Curtis, T., ..	879 Broad st., ..	1904
	T. L. Reilly, S., ..	52 Pleasant st., ..	1904
	Mrs. C. H. S. Davis, ..	60 Pleasant st., ..	1904
	H. W. Hirschfeld, ..	26 Cook av., ..	1905
	Hannah K. Peck, ..	Curtis Home, ..	1905
	J. L. Dolan, ..	48 Willow st., ..	1905
	Corinne A. Deshon, L., ..	104 East Main st., ..	1905
MIDDLEBURY,	G. F. Abbott, C., ..	Middlebury, ..	1903
	A. S. Clark, ..	" ..	1904
	Mrs. Martha Judd, S., ..	" ..	1904
	William Woods, ..	Naugatuck R. F. D., ..	1905
	Mrs. Eli Bronson, ..	Middlebury, ..	1905
	Mary Hine, L., ..	" ..	1905
MIDDLEFIELD,	Levi E. Coe, ..	Meriden, ..	1905
	Mrs. Sophia F. Coe, ..	" ..	1905
	Mrs. Rose A. Coe, ..	Middlefield, ..	1905
	Mrs. Emma A. Coe, S., ..	" ..	1905
	Mrs. Amelia Coe, ..	" ..	1905
	Alva B. Coe, ..	" ..	1905
	Mrs. C. A. Skinner, ..	" ..	1905
	Mrs. M. I. Skinner, ..	" ..	1905
	Mrs. Lucy J. Miller, ..	" ..	1905
	Ossian Atkins, ..	" ..	1905

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires.
MIDDLEFIELD,.....	Hon. Lyman A. Mills, C., ..	Middlefield, ..	....
—Continued	Mrs. Mary I. Terrill, ..	" ..	....
	Mrs. Annie G. Miller, ..	" ..	....
	Lucina Miller, ..	" ..	....
	Miss L. A. Rockwell, L., ..	" ..	....
	Miss M. E. Lyman, ..	" ..	....
	Mrs. A. A. Guy, ..	Middletown, ..	....
	Valerius Coles, ..	Rockfall, ..	....
	Mrs. M. A. Smith, ..	" ..	....
	Olive A. Smith, ..	" ..	....
	Mrs. Mary Sterling, ..	Mount Morris, N. Y., ..	....
MILFORD,.....	Wm. B. Stoddard, C., ..	Milford, ..	....
	W. Cecil Durand, ..	" ..	....
	A. A. Baldwin, ..	" ..	....
	Chas. A. Tomlinson, ..	" ..	....
	Chas. W. Beardsley, ..	" ..	....
	Ernest Witterwell, S., ..	" ..	....
	Wm. B. Brotherton, ..	" ..	....
	W. S. Chase, L., ..	" ..	....
	George M. Gunn, ..	" ..	....
	James T. Higby, ..	" ..	....
	Charles H. Trowbridge, ..	" ..	....
	D. P. Merwin, ..	" ..	....
	Charles H. Pond, ..	New York City, ..	....
	Rev. Joseph Anderson, ..	Waterbury, ..	....
	H. I. Mathewson, ..	Milford, ..	....
	Mrs. Mary Hepburn Smith, ..	" ..	....
	Mrs. Jennie A. Peck, ..	" ..	....
	Mrs. H. C. C. Miles, ..	" ..	....
	Mrs. Harriet Thompson Parsons, ..	New York City, ..	....
	Margharite de Cheapovitaky, ..	Russia, ..	with life
MORRIS,.....	George H. Johnson, C., ..	East Morris, ..	1903
	William F. Kirchberger, ..	" ..	1903
	Chas. H. Randall, ..	Morris, ..	1904
	Samuel A. Whittlesey, S., ..	" ..	1904
	Robert W. Skilton, ..	" ..	1905
	Henry C. Alvord, ..	" ..	1905
	Eloise M. Mason, L., ..	" ..	....
NEW BRITAIN,.....	J. B. Talcott, C., ..	New Britain, ..	....
	D. N. Camp, ..	" ..	....
	E. H. Davidson, ..	" ..	1905
	Marcus White, ..	" ..	1905
	R. G. Hibbard, ..	" ..	1905
	G. M. Lander, ..	" ..	1904
	F. L. Hungerford, ..	" ..	1904
	E. N. Stanley, ..	" ..	1904
	W. H. Hart, ..	" ..	1903
	H. E. Russell, ..	" ..	1903
	F. G. Platt, ..	" ..	1903
	W. D. Walker, S., ..	" ..	....
	Anna G. Rockwell, L., ..	" ..	....
NEW CANAAN,.....	Rev. W. C. Wyckoff, C., ..	New Canaan, ..	....
	Mrs. H. B. Rogers, ..	" ..	1904
	B. P. Mead, ..	" ..	1904
	Miss K. R. Rogers, ..	" ..	1903
	Gardner Heath, ..	" ..	1903
	Mrs. G. F. Lockwood, ..	" ..	1905
	R. L. Hall, S., ..	" ..	1905
	Martha Silliman, L., ..	" ..	....
NEW FAIRFIELD,.....	Marshall Treadwell, ..	R. F. D. 19, Danbury, ..	1903
	Robert Chatterton, ..	" 19, " ..	1903
	I. S. Knapp, ..	" 54, " ..	1903
	A. A. Brush, S., ..	" 54, " ..	1903
	Geo. M. Nevins, C., ..	" 19, " ..	1904
	E. J. Jennings, ..	" 54, " ..	1904
	J. R. Hatch, ..	" 20, " ..	1904
	F. E. Knapp, ..	" 54, " ..	1904
	J. J. Treadwell, ..	" 54, " ..	1905
	Lina P. Treadwell, L., ..	" 54, " ..	1905
	E. H. Pearce, ..	" 20, " ..	1905
	Mrs. C. B. Hatch, ..	" 19, " ..	1905
NEWINGTON,.....	Rev. Herbert Macy, C., ..	Newington, ..	1905
	Lizzie A. Root, ..	" ..	1905
	Edwin Stanley Welles, S., ..	" ..	1904
	Mrs. Nellie F. Eddy, ..	New Britain, ..	1904
	Charles K. Osborn, ..	Newington, ..	1903
	Jennie E. Chidley, ..	" Junction, ..	1903
	Nina Blair, L., ..	Newington, ..	....

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires
NORTH CANAAN,..... (Canaan)	Sarah W. Adam, C.,	Canaan,	1903
	Wm. H. Camp,	"	1903
	Miles B. Tobey,	"	1903
	Mrs. S. J. Hamm, L.,	"	1903
PLAINVILLE,.....	Henry D. Miller,	Plainville,	1903
	Harry A. Castle,	"	1903
	Robert C. Usher, C.,	"	1904
	Marshall P. Ryder, S.,	"	1904
	Rev. Henry T. Walsh,	"	1905
	Dr. J. Norris Bull,	"	1905
	Frances E. Bunnell, L.,	"	1905
PLYMOUTH, (Terryville)	Rev. E. L. Pond,	Terryville,	1903
	E. E. Baldwin,	"	1903
	E. G. Woodward,	"	1903
	Richard Baldwin, C.,	"	1904
	O. B. Hough,	"	1904
	O. R. House,	"	1904
	A. S. Gaylord, S.,	"	1905
	F. A. Scott,	Pequabuck,	1905
	A. J. Austin,	Terryville,	1905
	Certrude Ellis, L.,	"	1905
PORTLAND,.....	John Bransfield,	Portland,	1903
	C. A. Ahlquist,	"	1903
	O. H. Raftery, C.,	"	1904
	W. H. Edwards, S.,	"	1904
	R. H. Pascall,	"	1905
	A. H. Hale,	"	1905
	Robert S. Mitchell, L.,	"	1905
	H. S. Clark,	Union City,	1905
PROSPECT,.....	Rev. W. H. Phipps, S.,	Prospect,	1905
	Mrs. W. E. Clark, L.,	"	1905
	W. E. Clark, C.,	"	1903
	J. R. Platt,	"	1903
	Mrs. W. H. Phipps,	"	1903
	H. N. Clark,	"	1904
	S. A. Talmadge,	"	1904
	Edgar Wallace,	West Cheshire,	1904
	G. A. Hammond,	Putnam,	1905
	Dr. J. B. Kent, C.,	"	1905
PUTNAM,.....	David Flagg,	"	1905
	E. A. Wheelock,	"	1904
	G. W. Holt,	"	1904
	F. J. Daniels,	"	1904
	Geo. E. Shaw,	"	1903
	A. W. Bowen, S.,	"	1903
	Emma J. Kinney, L.,	"	1903
	Rev. W. D. Humphrey, S., L.,	Roxbury,	1903
	Geo. W. P. Leavenworth,	Hotchkissville,	1903
	Charles W. Hodge,	Roxbury Station,	1903
ROXBURY,.....	Albert H. Buckingham,	Roxbury,	1904
	Eva B. Hurlbut,	"	1904
	C. W. Ford,	"	1904
	Mrs. E. W. Preston,	"	1905
	Geo. R. Crofut, C.,	"	1905
	Mrs. W. B. Mansfield,	"	1905
	R. L. Selden, Jr.,	Deep River,	1903
	H. J. Brooks,	"	1903
	Grace W. Knouse, S.,	"	1903
	A. E. Jennings,	"	1904
SAYBROOK,.....	Bertha L. Denison,	"	1904
	H. P. Denison, C.,	"	1905
	W. P. Hoadley,	"	1905
	Mrs. R. P. Spencer,	"	1905
	Mrs. Mary J. Burroughs, L.,	"	1905
	A. H. Gallup,	Scotland,	1905
	Gerald Waldo,	"	1905
	Mrs. A. H. Gallup,	"	1904
	Mrs. H. M. Ashmead,	"	1904
	Mrs. John Taber, S.,	"	1903
SCOTLAND,.....	Rev. Henry B. Mead, C.,	"	1903
	Mrs. Lina K. Fuller, L.,	"	1903
	James Swan, C.,	Seymour,	1904
	Mrs. E. J. Camp,	"	1905
	Rev. H. A. Campbell, S.,	"	1903
	Mrs. C. C. Radford, T.,	"	1905
	Mrs. Julia D. B. James,	"	1904
	Carlos French,	"	1905
SEYMOUR,.....	Miss O. E. Hurlbut,	"	1903

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires.
SEYMOUR,.....	W. C. Sharpe,	Seymour,	1903
— Continued	A. H. Kirtland,	"	1904
	Minnie B. Cotter, L., .. ..	" .. ..	....
SOMERS,.....	C. S. Fuller,	Somers,	1903
	A. E. Brainard,	Somersville,	1903
	S. H. Perry, C., .. ..	" .. ..	....
	A. W. Kibbe, S.,	Somers,	1904
	J. A. Thompson,	Somersville,	1904
	Wm. McMullen, Jr.,	"	1904
	S. Dwight Percival,	Somers,	1905
	W. H. Burdick,	"	1905
	F. W. Field,	"	1905
	Augusta I. Lombard, L., .. ..	" .. ..	....
SOUTH WINDSOR,.....	Fannie E. Newberry, L.,	South Windsor,	1905
	May L. Blair, S.,	"	1903
	May N. Foster,	Wapping,	1903
	H. W. Sadd, C.,	"	1904
	E. A. Farnham,	South Windsor,	1904
	Wm. M. Foster,	Wapping,	1905
SOUTHINGTON,.....	Stephen Walkley,	Southington,	1905
	Marcus H. Holcomb, C.,	"	1905
	J. Frank Pratt,	"	1905
	L. V. Walkley,	Plantville,	1904
	M. M. Frisbie, S.,	Southington,	1904
	J. H. Merriman,	New Britain,	1904
	E. T. Purcell,	Southington,	1903
	J. R. Stubbett,	"	1903
	F. E. Stow,	Plantville,	1903
	Mrs. Lydia S. Sloper, L.,	Southington, .. ..	....
STRATFORD,.....	Geo. W. Fairchild, C.,	Stratford,	life mbr.
	Fred. C. Beach,	361 Broadway, N. Y., .. ..	....
	Walter Wilcoxson, T.,	Stratford,	"
	Henry C. Evans, S.,	"	"
	Edwin F. Hall,	"	"
	Howard J. Curtis,	"	"
	Stiles Judson, Jr.,	"	"
	David P. Rhoades,	"	"
	Mrs. F. H. Allen,	"	"
	Mrs. Wm. Byington,	"	"
	D. Winifred Todd,	"	"
	Mrs. John E. Holmes,	"	1903
	Henry F. Meachen,	"	1903
	Charles F. Judson,	"	1903
	Wm. H. Crawford,	"	1904
	Frank E. Blakeman,	"	1904
	Margaret De Lacour,	"	1904
	Edmund H. Judson,	"	1904
	Henry P. Stagg,	"	1905
	Ardon L. Judd,	"	1905
	Alice C. Judson,	"	1905
	Charles B. Curtis,	"	1905
	Frances B. Russell, L., .. ..	" .. ..	....
SUFFIELD,.....	M. H. Smith, C.,	Suffield,	1903
	Dr. J. K. Mason,	"	1903
	J. O. Haskins, S.,	"	1903
	Miss L. E. Hatheway,	"	1903
	W. E. Caldwell, M.D.,	West Suffield,	1904
	Mrs. S. F. Dibble,	Suffield,	1904
	F. B. Hatheway,	"	1904
	Miss A. F. Owen,	"	1904
	H. S. Sheldon,	West Suffield,	1905
	D. S. Fuller,	Suffield,	1905
	Dr. M. T. Newton,	"	1905
	Mrs. S. L. Spencer,	"	1905
	Lillian M. Stedman, L., .. ..	" .. ..	....
THOMASTON,.....	F. H. Hotchkiss,	Thomaston,	1903
	Dr. G. D. Ferguson,	"	1903
	Rev. A. T. Parsons,	"	1903
	W. L. Hanley,	"	1903
	F. W. Etheridge, C.,	"	1904
	G. A. Lemmon,	"	1904
	N. L. Webster,	"	1904
	A. E. Blakeslee,	"	1904
	J. S. Eastwood, S.,	"	1905
	E. C. Stoughton,	"	1905
	Henry Beardslee,	"	1905
	R. T. Andrews,	"	1905
	Martha E. Potter, L., .. ..	" .. ..	....

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires.
TOLLAND,	E. S. Agard,	Tolland,	1903
	F. T. Newcomb,	"	1903
	A. J. McCormick,	"	1904
	D. A. Brown,	"	1904
	C. S. Hurlbut, C.,	Rockville,	1905
	Henry Young,	Tolland,	1905
	Mrs. Lucy Root,	"	1905
	Mrs. Roxanna Joelyn,	Rockville,	1903
	Mrs. Abbie Hurlbut,	"	1904
	Mrs. Emma Downing,	Springfield,	1904
	Mrs. Ida Brown,	Tolland,	1905
	Mrs. Abbie Clough,	"	1905
	Mrs. Sarah B. Agard, S.,	"	1905
	Lucile M. Agard, L., .. ..	" .. ..	.....
	M. H. Kinney, C.,	Mashapaug,	1903
UNION,	George Towne, S.,	Stafford Springs,	1903
	E. M. Horton,	Union,	1905
	R. E. Webster,	Stafford Springs,	1905
	H. G. Barber,	"	1904
	H. B. Booth,	Staffordville,	1904
	E. W. Upham, L.,	Union, .. ..	.....
VERNON,	Francis T. Maxwell, C.,	Rockville, .. ..	.....
	George Sykes, .. ..	" .. ..	.....
	Wm. H. Prescott, .. ..	" .. ..	.....
	J. C. Hammond, Jr., .. ..	" .. ..	.....
	A. R. Goodrich, .. ..	" .. ..	.....
	E. S. Henry, .. ..	" .. ..	.....
	Edw. G. Butler, .. ..	" .. ..	.....
	E. L. Heath, .. ..	" .. ..	.....
	Chas. Phelps, .. ..	" .. ..	.....
	John E. Fahey, .. ..	" .. ..	.....
	A. Park Hammond, .. ..	" .. ..	.....
	Wm. Maxwell, S., .. ..	" .. ..	.....
	Florence P. Davis, L., .. ..	" .. ..	.....
	Mrs. S. E. Hotchkiss,	Wallingford,	1903
	Mrs. W. I. Todd,	"	1903
WALLINGFORD,	Jenny Doolittle,	"	1903
	Mrs. H. L. Wallace,	"	1904
	Mrs. Norah Linsley,	"	1904
	Clara Hall,	"	1904
	Mrs. D. L. Baker,	"	1905
	Mrs. F. Pease,	"	1905
	Mrs. E. N. Baldwin,	"	1905
	Emma M. Goodrich, C., .. ..	" .. ..	.....
	Mrs. C. H. Tibbits, S., .. ..	" .. ..	.....
	Emma Lewis, L., .. ..	" .. ..	.....
	Rev. James Gammack, C.,	West Hartford,	1903
	Mrs. H. A. B. Day,	"	1903
	Eliza S. Talcott,	Elmwood,	1903
	Rev. T. M. Hodgdon,	West Hartford,	1904
	Mary P. Mansfield,	"	1904
WEST HARTFORD,	Henry C. Whitman, S.,	"	1904
	C. Edward Beach,	"	1905
	Mrs. J. L. English,	"	1905
	William E. Johnson,	"	1905
	Elizabeth S. Elmer, L., .. ..	" .. ..	.....
	George C. Moore,	Westbrook,	1903
	Theodore Post,	"	1903
	Cornelia Post,	"	1903
	Rev. Jas. H. Crofut, C.,	(Box 38),	1904
	Jessie Cone,	"	1904
	Mrs. Alice S. Champlin, S.,	"	1904
	Rev. Gurdon F. Bailey,	"	1905
	Chas. L. Clark,	"	1905
	Adelaide Moore,	"	1905
	Carrie Moore, L., .. ..	" .. ..	.....
WETHERSFIELD,	S. F. Willard, C.,	Wethersfield,	1903
	F. A. Griswold,	"	1903
	Mary F. Stoddard, S.,	"	1903
	Elizabeth P. Andrews,	"	1904
	Lealie E. Adams,	"	1904
	W. M. Savage,	"	1904
	Katherine C. Robbins,	"	1905
	Mary J. Harris,	"	1905
	Frank N. Griswold,	"	1905
	Mrs. Nellie A. Roberts, L., .. ..	" .. ..	.....

TOWNS.	DIRECTORS' NAMES.	P. O. Address.	Term Expires
WINCHESTER,..... (Winsted)	Henry Gay, C.,	Winsted, Station A, ..	.....
	E. R. Beardale, S.,	Hartford, .. ..	.....
	Nathaniel B. Stevens,	Winsted, .. ..	.....
	John Woodford,	" Station A, .. ..	.....
	Sidney F. Dickerman, .. ..	" .. ..	.....
	Edward Finn,	Winsted, .. ..	.....
	Geo. M. Carrington, .. ..	" .. ..	.....
	Louise M. Carrington, L., ..	" .. ..	.....
WINDSOR,.....	Mrs. Elizabeth B. Loomis, ..	Windsor,	1903
	Mrs. Ruby O. Holcomb,	Poquonock,	1903
	Eliza W. Hills,	Windsor,	1904
	Roscoe Nelson, C.,	"	1904
	Mrs. Mary E. Bell,	"	1905
	Mrs. Sarah A. Tuttle,	"	1905
	N. W. Hayden, S., .. ..	" .. ..	.....
	Grace M. Blake, L., .. ..	" .. ..	.....
WOODBURY,.....	Rev. J. L. R. Wyckoff, C., ..	North Woodbury, ..	1905
	James Huntington,	Woodbury,	1904
	Edward S. Boyd, S., L., ..	"	1903

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State of Connecticut
PUBLIC DOCUMENT No. 35.

BI-ENNIAL REPORT
OF THE
BOARD OF EDUCATION
FOR THE BLIND.

Fiscal Years Ending September 30th, 1901-1902.

PRINTED BY ORDER OF THE LEGISLATURE.

PRESS OF
CONN. INSTITUTE FOR THE BLIND.
HARTFORD, CONN.





EX-CHIEF JUSTICE CHAS. B. ANDREWS.

[REDACTED]

A sacred and grateful memory prompts us to avail ourselves of this means by which we may pay tribute to the late Chief Justice, Charles B. Andrews.

Upon the establishment by statute of the State Board of Education for the Blind, this great man assumed the duties as the judicial member cordially and earnestly. His time, consideration and judgment were ever freely at the service of this Commission. His appreciation and faith in the justice and value of this work could have scarcely been more strongly demonstrated than by his voluntary request for continuance upon the Board following his resignation as Chief Justice of the State.

We may well be grateful for the courage and support inspired by his confidence and abiding loyalty. His steadfastness to the very close of life must truly be a continual inspiration to all those upon whom the future responsibility of this cause shall rest.

[REDACTED]





FIFTH BI-ENNIAL REPORT

OF THE

Secretary of the Board of Education for the Blind.

To His Excellency, George P. McLean, Governor of the State of Connecticut:

I most respectfully submit herewith a report of the work for the year ending September 30, 1902. Practically, however, this covers the period of two years, as the report, though made to the Governor annually, is only printed biennially.

In looking back over this period of time we can but feel that we have had, to say the least, our share of discipline, but trusting that in discipline there is development, we will rejoice that we stand so far advanced to-day.

The work has been pursued with a love for the cause and a sense of deep responsibility to the State. The "field work," or that of looking up the blind, investigating cases and visiting those who have gone out from us, I regret to say, has not been as thoroughly done as in most years past, office duties having demanded more constant attention than formerly. However, this important branch of the work is now arranged for. All applications for admission to the Institution have been investigated as promptly as possible.

It has been the custom of this office to send out from time to time circular letters relating to the education of the blind — to the care of the eyes, etc. The present year we sent to the physicians and nurses throughout the State copies of the law requiring a report of ophthalmia, or inflamed eyes, to the Boards of Health. (No. 2535. Chap. 151, Revised Statutes, 1902.)

It is the province of this Board to study these questions, and

we are realizing more each year the vast importance of the prevention of blindness, and that to *save* a pair of eyes is a greater achievement than all that can be accomplished by the devotion of years after the sight has been destroyed; therefore, it has been our policy to place children, wherever found, suffering from eye troubles, under the care of oculists as far as possible, to instruct parents as to proper treatment, and to speak in public and in private upon this subject.

You will pardon me if I presume to use this report as a medium of calling attention to the fact that about four-fifths of the blind children lose their sight from ophthalmia neonatorum, or ophthalmia of the new-born. This trouble develops within a few days after birth. We know that modern science is making great progress in preventing this disease, but even when present it may, in many cases, be arrested by *immediate* attention. Prompt action and heroic treatment are demanded in these cases. From inquiries made of eye infirmaries and from personal observation, I feel safe in saying that this battle should be fought within the first forty-eight hours of the course of the disease. We trust at no distant day the public will realize the great danger of *neglect* in these cases.

It was my privilege to attend in July last a convention of the Instructors of the Blind, held at Raleigh, N. C. Nearly every State in the Union was represented, and some of them by men of more than national fame as educators. Three sessions daily were held by this hard working convention. The papers and discussions were able, brilliant, and, needless to say, most instructive. The topics comprised the more important questions of this department of special education. A universal system of tangible reading for the blind is still an open question. The subject of one of the principal papers was "The True Character and Just Status of Schools for the Blind." The author of this paper, and all who spoke upon this subject were of one mind, that these schools rightfully stand side by side with schools for seeing children; that they form an integral part of the educational system of the State, and

that they should be classified unqualifiedly with the educational institutions of the State.

Work for the adult blind was one of the topics which was discussed at length. The question is being agitated widely, as never before. The sentiment in its favor is progressing. The Alumni Association of the Kansas School for the Blind has approved a bill to be presented to the legislature when it convenes, and a committee has been appointed to conduct a vigorous campaign to secure its adoption. Michigan is taking preliminary steps to this end. There is a movement in this direction in Massachusetts also, and we are informed that a bill in behalf of work for the adult blind will be presented to its legislature the present session. At the close of this convention I realized as never before how broad a work our own State is doing for her blind, not numerically nor in endowment as yet, or in providing costly buildings — but as to laws relating to the blind, Connecticut stands first among the States to-day.

To all who appreciate strength in organization, I feel convinced that an understanding of our organization for the blind of this State must commend itself as to qualification for wise guardianship of both beneficiaries and property, therefore I will submit the following outline, together with some of the laws governing us.

CONNECTICUT INSTITUTION FOR THE BLIND.

Dept. 1. Work for children, comprising nursery, kindergarten and primary work, both literary and musical.

Dept. 2. Trades, manual training and employment of the adult blind, together with such instruction in the simple branches of education as is required by, and adapted to, individual cases.

The more advanced education of the pupils is provided for by the Board of Education for the Blind at the Perkins Institution, in Boston.

TRUSTEES.

The Institution proper is under the control of a Board of Trustees, upon whom the general management of affairs devolves.

Article 6 (Articles of Association), provides that there shall be an Advisory Board, which may be consulted on any important measures affecting the growth, development and prosperity of the Institution. The members of this Board are named by the President of the Institution, and elected by the Trustees.

ADVISORY BOARD.

SECTION 1.—The Advisory Board provided for in the Articles of Association of said Corporation shall have the custody and the investment of all sums of money or property that may come to said Institution by bequest or devise, and of all gifts or donations exceeding two hundred dollars in amount, the income of which shall be annually paid over to the Trustees of said Institution.

SEC. 2. Said Board shall meet and may, at any time, visit and inspect the buildings, inquire into the methods of instruction and general management of the Institution's affairs.

SEC. 3. Provided said Advisory Board shall recommend any change in instruction, methods, or management, said recommendation, if approved by the trustees, shall be adopted, but if a majority of the trustees shall not approve of the change or changes recommended, the same, together with the objections of the trustees thereto, shall be submitted to the State Board of Education for the Blind, and the decision of said Board shall be final and conclusive.

The Advisory Board being composed of men and women of varied professions and callings in life, who naturally become students of this special work, is particularly qualified to advise upon all questions of moment, discrimination, or delicacy. This broad power of supervision makes it also a valuable medium between the Trustees of the Institution and the

BOARD OF EDUCATION FOR THE BLIND.

No. 2286. (Revised Statutes, 1902.) The Board of Education for the Blind shall consist of four members, of whom the Governor of the State and the Chief Justice of the Supreme Court shall be permanent members. The other two members shall be appointed by the Governor, and shall be a man and a woman, both residents of this State, whose term of office shall commence on the first of July, in the year when they are appointed, and shall continue for four years. The Governor may for reasonable cause remove the appointive members and appoint other members to fill the vacancy for the unexpired term. The Chief Justice may appoint as a member in his place any judge or ex-judge of the Supreme or Superior Court, such appointment to be for two years from its date.

MEETINGS OF THE BOARD.

No. 2287. Said Board shall meet the Governor, or, in his absence, the judicial member shall be chairman of the Board. The Board shall adopt rules for its own action, and for determining what persons shall receive its benefits.

MAY CONTRACT WITH INSTITUTIONS FOR INSTRUCTION FOR BLIND.

No. 2290. The Board may contract with Institutions having facilities for the instruction for the blind, for the education of blind persons from this State found by the Board to be fitted for such instruction, but within the expenditure therefor provided in No. 2285.

INSTRUCTION IN USEFUL OCCUPATION.

No. 2294. Every blind or partially blind male person over eighteen years of age who is a beneficiary of the State in the department of industrial training in any Institution, shall be given at the expense of the State, for a period not exceeding three years, practical and uninterrupted instruction in some useful occupation conducive to his future self-support.

TRADE IMPLEMENTS MAY BE PROVIDED; EXPENSE OF SAME.

No. 2295. At the termination of the period of industrial training of every such person the State authorities having in charge the industrial education of the blind, shall be empowered to provide under such conditions as said authorities shall deem necessary, machinery, tools, and materials to the amount of not more than two hundred dollars in any one case, for the purpose of establishing every blind or partially blind person in some useful occupation conducive to his self-support. The expense of providing said machinery, tools, and materials, shall be met from the appropriation made biennially by the General Assembly for the education of the blind.

Seventeen pupils have been in attendance at Perkins Institution, the director, Mr. Anagnos, reporting general satisfactory progress, and recommending their continuance. Two graduated, one has been discontinued, and three new pupils were entered there, so the number remains about the same.

Our work for very young children in the nursery department is a source of great satisfaction. It is very important that in cases of unfavorable or dangerous environment these children should be reached early and given intelligent care. This branch of the work also has been endorsed in Boston by the incorporation there of a "nursery for blind babies."

As I have said, I know of no State in the Union which aims to benefit its blind (I would mention particularly the adult blind) as does Connecticut; not by charity or pensioning (which is condemned stoutly by the best authority upon this subject), but by teaching them trades, business principles, encouraging self dependence, and, when necessary, giving them aid when they go out from us and even providing employment when they cannot secure work outside.

In our day when it is considered a crime to enforce idleness upon the prisoner, who can fail to appreciate what occupation must mean to those deprived of sight? Work is their salvation, mentally, morally, and physically.

It seems but fitting to note here your excellency's appointment of the Hon. Elisha J. Steele of Torrington as a member of this Board.

It is increasingly apparent that you have brought in a judicious and sympathetic friend to the blind. Mr. Steele is no stranger to the people of Connecticut, and as a representative of the interests of the State regarding the education of the blind, he may well command the respect and confidence of this commonwealth.

In the autumn of 1901, Mr. F. E. Cleaveland, to whose arduous labors the Industrial Home for the Blind is chiefly indebted for its existence, tendered to the Trustees his resignation as President of the Connecticut Institution and Industrial Home for the Blind, feeling that he could better serve the cause of the adult blind by devoting himself wholly to the Institution for them recently established through his efforts in Washington, D. C.

A few months later, Dr. G. Pierrepont Davis, one of the earliest and most valued friends of the Institution was elected its President.

His prompt and cheerful acceptance of the position, and the interest and earnestness manifested by him in the discharge of the duties are peculiarly gratifying.

For a more detailed account of the work in the separate departments of the Institution, I submit the reports respectively, of the Superintendents of the same, together with the financial statements of the whole. I have the honor to remain,

Faithfully yours,

EMILY WELLS FOSTER, *Secretary*,

BIENNIAL REPORT OF THE SUPERINTENDENT OF THE KINDERGARTEN DEPARTMENT.

To the President and Board of Trustees:

In submitting this report, for the year ending September 30, 1902, to you and the many friends and benefactors of the Kindergarten for the Blind, who have shown such kindly interest and have lent such substantial aid to our school, it is gratifying to state that excellent progress has been made in each of the departments.

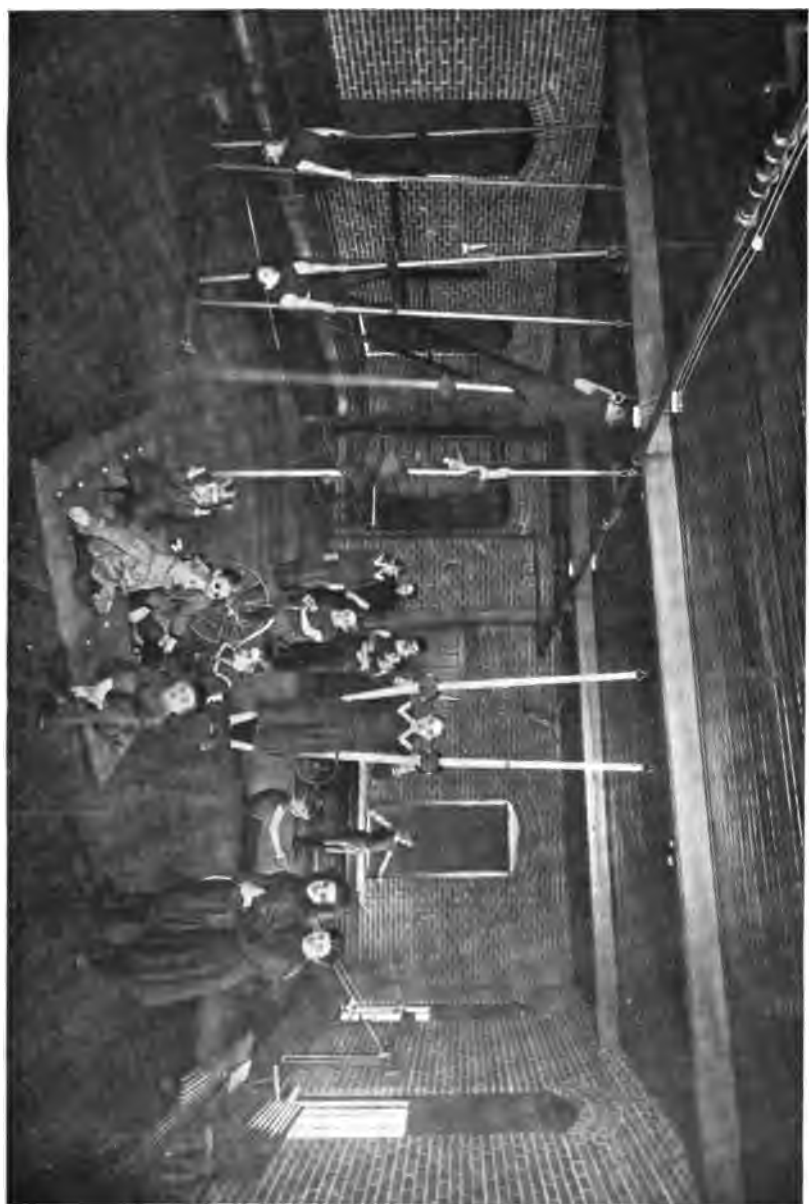
The results of the work, as shown at the closing exercises in June, were a sufficient evidence to those present, of the harmonious relations existing between teacher and pupil, and of the unflagging devotion to duty displayed by all. What we have accomplished in the past, leads us to feel that a much larger measure is assured to us in the near future.

The number of children under our care and supervision, for the year, has been thirty-six, thirty of whom were State pupils, and six little ones in our Nursery Department, some of whom will soon be admitted as pupils. At the opening of the fall term two of our scholars were transferred to the Perkins Institution, Boston.

The health of the children, as is usual with us, has been above the average. During the year, three light cases of diphtheria developed, but prompt and careful attention effectually checked the spread of the disease, and we are happy to say that nothing more serious resulted, than the loss of several weeks' study to the pupils.

The vacancy in the corps of instructors, caused by the marriage of Miss Clara A. Whiton, who for six years was our Kindergarten teacher, and whose loss is regretted by all connected with the work, has been filled by the appointment of Miss Mary A. Pelton, of Middletown, who is an enthusiastic and painstaking worker. We feel fortunate to have secured, as teacher of hand





work and physical training, the services of Miss Eveline A. Reaveley, who is very efficient, being quick to grasp the needs of each particular child.

The work of our literary department includes a complete course of Kindergarten training and studies which take the pupils well into the intermediate grade.

The following list may lead to a better understanding of the work:

Number Work — Mental and written.

Writing — Square hand, with lead pencil; typewriting and Braille, or the dotted system.

Reading, spelling, language, literature, history, geography, and nature study.

The hand work has been more productive than usual of good results. Many useful articles have been made in the Sloyd knitting and sewing classes, and in Sloyd carpentry the children have demonstrated how thoroughly practical the work is, having, besides the regular model work, made a number of chicken coops, a wagon out of which they have derived much pleasure, and many other serviceable things.

Basketry and raffia have just been introduced, in which the children show the liveliest possible interest, and already have made a number of pretty things.

The marked improvement, in the physical condition of our children, is due to the excellent training which they receive. The greatest possible care should be given to this need, as much more can be done toward their mental and moral development, when weak and defective bodies are made straight and strong, and muscles well developed and fully under control. This we consider one of the most important features of our work. The dancing, military drill, climbing ropes and poles, vaulting, whirling on the bar, free hand work, and other exercises all tend to make them more active and alert, and give them a freedom and independence of motion, which they would not otherwise have.

We have endeavored to make the work of the musical de-

partment as profitable and interesting as possible. Twenty-one are studying piano, seven violin, three clarinet, and five are receiving instruction on brass instruments from Mr. C. P. Hatch, whom we were very glad to add to our corps of teachers this year. Many of the younger children are instructed in the use of toy instruments, and these, together with the older pupils, form our orchestra, which is a pleasing feature of the work.

Careful attention is given to the development of the children's voices; two classes have instruction in singing each day, and some are given individual work. Classes in ear training and rhythm have done very good work. Many of the pupils have perfect pitch, being able to name instantly when heard any chord or the notes composing it.

We feel that our buildings are now in fairly good condition, having undergone many much needed repairs, and although the outlay was considerable, it was a profitable investment. We were obliged to practically rebuild the barn.

I would recommend a change in the plan of heating our buildings. We have now three furnaces, hot air, hot water and steam. One large furnace should be sufficient for the work, and although we have long contemplated the change, have never had the means at our disposal.

Our work, in the last few years, has assumed such proportions that large school rooms and dormitories are almost indispensable, and play rooms for both boys and girls are very much needed.

It is my earnest hope that at no very distant day we may be able to erect a school building adequately suited to our peculiar needs.

Respectfully submitted,

GEO. MARSHALL, SUPT.

BIENNIAL REPORT OF THE GENERAL SUPERIN-
TENDENT OF THE INDUSTRIAL DEPARTMENT.

To the President and Board of Trustees:

I have the honor to submit to you the following report of this Institution for the period extending from October 1, 1900, to September 30, 1902, inclusive.

During this time we have had forty-three different blind people, twenty-three males and twenty females, the larger part of whom have been with us continuously.

Of this number thirty-one have been State pupils. Of the remaining twelve, seven are residents of Connecticut, five of whom having previously received the benefits of the Institution are now among our paid employees.

Five of the number who are not State pupils are residents of Massachusetts, and come to us, either at the expense of their friends or of the towns where they have a legal residence.

Eight of the thirty-one State pupils have, during the last two years, completed the time allowed them and, with one exception, are now caring for themselves; six of them following successfully the trade or trades learned at the Industrial home.

One of the State pupils died at his home during the summer vacation of 1901; one decided after being with us for a while that he could care for his family better by resuming his former business of peddling; two forfeited their privileges and opportunities by intemperance, and two became disaffected and left the Institution, and the remainder are still with us.

The object of this Institution is not only to instruct blind people in some useful trade by which a living may be obtained, but also to encourage and develop such habits of life and business integrity as are essential to success.

All of our rules and requirements have this end in view, and

they originate in a conscientious desire to enhance the usefulness of the Home along all the lines intended in its establishment; and neither State pupils nor others, who persist in antagonizing the spirit of the efforts which are being made in their behalf, can continue members of the family.

Our people are all expected to work eight and one-half hours per day. Several are learning two or more trades, which will account for some apparent discrepancies in the numbers attending to different branches of industry; for instance, several may be taking broom-making and chair-caning at the same time, working half of the time in the broom shop, and the other half in the caning-room. In this way such individuals would be counted twice. During the two years embraced in this report, fifteen of our people have worked in the broom shop; eighteen in the caning-room; sixteen (mostly young women), in the printing office, three in the mattress shop; one at upholstering; three at typewriting; two have learned massage, two piano-tuning, and one is learning to follow without sight his former occupation of cooking.

I am unable to give in detail our manufactured products for the first of the two years that we are now reviewing, as our accounts were not itemized at that time as has been done since. But during the year just passed, viz., from October 1, 1901, to September 30, 1902, inclusive, we have manufactured or renovated 170 mattresses, have manufactured 1,275 dozen of brooms, and have resealed or rebaked 750 chairs, beside a large amount of basket, raffia, bead, and fancy work.

Two very successful sales of small and fancy articles have been held which were very interesting occasions; giving, as they did, an opportunity for the public to become a little better acquainted with us and our work, and also yielding to us a small revenue. The business in our printing office has increased, affording gratifying evidence that our work is satisfactory to our patrons. Those who were not familiar with reading and writing Braille before coming to us, have been instructed (if they so desired) in this most valuable means of communication between the

blind, and thus another avenue of useful enjoyment has been opened to them. People blessed with sight can hardly appreciate what it means for the sightless to have the opportunity to read with the finger tips the "great thoughts of great minds." Instruction is also given to those who need it in spelling, arithmetic, geography, history and typewriting.

It is the constant aim of the officers of the Institution to afford to all who come to us the advantage and influence of a Christian home, with such environment and such manner of living as should be enjoyed by the better class of working people. The steady growth of many members of the family toward a nobler manhood and womanhood proves to us that our efforts are not altogether in vain.

The engine connected with our printing department, was purchased nearly six years ago at second hand, and during the past year it became necessary to make some change. After careful consideration and investigation it seemed best to install an electric motor, which was done at a cost of three hundred dollars. The results have fully justified our action, as we are now able to do an increased amount of work more promptly, economically, and with greater safety.

We have added also about one hundred and fifty dollars' worth of new type and other material, and are about to add two hundred dollars' worth more. These additions, together with our new motor, largely increase the efficiency of our printing plant.

With the exception of quite frequent and persistent cases of malaria, the general health of our people has been good. It is well known that, as a rule, the circulation of the blood in the blind is more sluggish than in seeing people; consequently they need especial protection against abrupt climatic changes, and constant encouragement to regular active exercise.

I shall find, perhaps, no better place than here to offer for your consideration some suggestions which seem to me of great importance and which originate in the deep interest I feel in the work in which we are engaged.

This Institution is no longer an experiment. In the comparatively few years since its inception it has proved to every candid investigator, not only its right to exist, but the absolute necessity for its existence. Civilization as developed by Christianity has taken long forward strides since public sentiment, if not actually demanding, at least strongly encouraged the early destruction of all such children as were blind, deaf or deformed.

Now public sentiment unhesitatingly demands that every possible advantage be afforded these unfortunates; that the crippling effects of these limitations should thus be reduced to the minimum.

While sympathy and pity for blind *children* have been practically and philanthropically expressed in nearly all of the States, by the establishment of hospitals for their relief and schools supplied with every modern appliance for their intellectual development, provision for the aid of *adult* blind has been almost entirely wanting.

As the result of disease or accident many comparatively young men and women have been deprived of sight; and being no longer able to pursue their ordinary vocations have become dependent upon either public or private charity. As the result of this enforced idleness and hopeless dependence the individual frequently falls into a state of apathy, very closely akin to idiocy, or becomes insane, seeking relief in self destruction.

To the State of Connecticut belongs the high honor of being the pioneer in providing, by legislative enactment, an opportunity for blind people past ordinary school age, to learn some industry by which they may become wholly or in part self supporting.

The per capita appropriation made for this purpose, coupled with the creation of a State Board to whom all the interests of the blind are referred, easily place Connecticut in the lead for practical and advanced legislation in behalf of sightless adults.

But, like every progressive movement, this enterprise has been forced to combat ignorance, prejudice, indifference and open hostility; but in spite of all these it has steadily gained the public

favor and confidence until to-day it occupies an honorable position among the many noble philanthropies of the State.

Connecticut never retrogrades. Her past history is replete with evidences of her progressive spirit. With the permanency of this work thus assured, and in view of its increasing importance, it seems fitting that your attention should be called to some of its pressing needs, that your wisdom and judgment may be exercised in aiding to solve some of the perplexing problems to which these needs give birth.

The originators of this work had no model by which they might be guided. They simply knew in a general way what they wished to accomplish. With very limited financial resources, and with no practical experience along the lines to be pursued, mistakes in location, buildings or equipments were likely to occur, in fact, in some at least of these respects were almost inevitable.

We now find ourselves confronted with the fact that our buildings are altogether inadequate to our present requirements. From the first our men have been obliged to cross the street from the Institution for lodging in a building rented for that purpose; no building on the right side of the street being obtainable.

Every year traffic upon Wethersfield Avenue increases in volume. With Capitol Park and Hartford ball grounds just south of us, a constant stream of electric cars, automobiles, bicycles, and horses and carriages is flowing in both directions from early morning until late at night, thus jeopardizing the lives of our blind men each time they go to their rooms.

We have no suitable land upon the side of the Avenue where our Institution is located to increase our plant sufficiently to accommodate us; and should we utilize what we have, as I have previously stated, in this locality malaria attacks many of our people and they suffer from it for quite a portion of the year.

When we introduced electricity in place of steam to run our printing machinery, we deprived ourselves of the arrangement by which we had heated a part of the main building by the exhaust steam. This threw the burden of heating upon one small

boiler, which in continuous cold weather has not sufficient capacity, properly to heat the whole house at once. In view of the fact that quite an outlay will be required to increase our accommodations as the safety and convenience of our people demand, also to properly heat the buildings, I would most respectfully suggest whether it would not be wiser in anticipation of the future, to seek some location upon higher ground, where malaria would be less likely to attack our people, and where buildings better adapted to both present and future needs might be erected.

I am well aware that this suggestion is likely to remind you of an ancient requirement to make "bricks without straw;" yet I have strong faith that a way can be discovered to accomplish all this, if in your judgment it is the thing to be done.

Good air and sunshine are the most important factors to be considered; for upon the health of our people very largely depends the success of the efforts we are making in their interest.

Their surroundings also should be as pleasant as possible. Many think that the environment of the blind is of little consequence. This is a great mistake. As a rule, blind people are very susceptible to the influence of beauty either in nature or in art, and all reasonable pains should be taken to gratify and encourage this refining sense. It would also be of great benefit as well as of some profit to the Institution to have grounds sufficiently ample to enable us to have a large garden, where a portion, at least, of our vegetables might be produced.

While there is a commercial as well as a philanthropic side to our enterprise, yet it is not reasonable to expect, even with the per capita aid from the State, that it will be soon, if ever, self-supporting. Like every other educational institution, especially of an industrial character, the income must be supplemented either by public or private liberality, or by a permanent endowment, in order to meet the almost numberless demands upon its limited resources.

This is a school, an industrial school, if you please, but still to all intents and purposes a school; just as much as is any public

or normal school of the State. It is very repugnant to the feelings of any self-respecting adult who has met with the misfortune of loss of sight, to be obliged to enter a so-called charitable institution in order to avail himself of the opportunity the State has provided to learn some useful trade by which he may again take his place in the class of productive laborers. We constantly encourage our people to cultivate a spirit of independence and to allow others to do nothing for them that they can possibly do for themselves.

In closing I wish to express my personal gratitude to all who by loans at times of special need, or by donations either large or small, have lightened my burdens and gladdened my heart by enabling me to meet promptly all my obligations.

I would also gratefully acknowledge our sincere appreciation of the kindness and liberality of the different physicians and dentists of the city who have so cheerfully and freely ministered to the relief of our blind people whenever their services have been requested. And to all who in any way or by any means have manifested a helpful interest in this work, I extend in the name of the Institution our heartfelt thanks.

I also wish to thank the officers of the household and those in charge of the several departments of industry, for their uniformly conscientious co-operation with me in the administration of affairs, and their faithfulness in the discharge of their several duties and responsibilities.

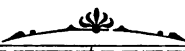
I also bear glad testimony to the growing appreciation of the benefits of the Home on the part of the beneficiaries, manifested by their ever increasing effort to bring their individual lives into harmony with, not only the letter, but the spirit of its requirements.

Finally, to Him whose gracious daily presence has given light in our hours of darkness and strength and courage in our seasons of weakness and discouragement, whose unfailing faithfulness has been apparent in our minor as well as in our larger interests; to Him whose approval we believe has rested upon our

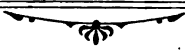
efforts to bring light into the lives of such as otherwise would sit in hopeless darkness, and whose blessing alone has made these efforts in any degree successful, to Him we would reverently acknowledge all the glory belongeth, and our own deep sense of constant indebtedness.

Respectfully submitted,

CHAS. H. JONES,



Report of Finances.



**All accounts have been audited by the Auditors of Public Accounts
and their certificates are on file.**

E. W. FOSTER, Sec'y and Treas.

Board of Education for the Blind.

Received from the State, September 30, 1901, \$19,651.85.

DISBURSEMENTS.

Perkins Institution, Boston,.....	\$ 4,926 20
New York " 	320 00
Connecticut " 	12,937 50
Clothing and Transportation,.....	683 15
Report (two years),.....	320 90
Traveling Expenses, Secretary,.....	133 24
Office Expenses,.....	330 77

\$19,651 85

In addition to the above the Comptroller's report shows
(ten months,)

Amount paid for salaries,.....	\$ 1,500 00
" " Auditors, Chas. B. Andrews,	
Member of Board,.....	17 05
" " to State Beneficiaries, Chap. 116,	
Public Acts 1899,.....	801 24
	<u>\$ 2,318 20</u>
	<u>\$21,970 14</u>

Board of Education for the Blind.

Received from the State, September 30, 1902, \$19,846.30.

DISBURSEMENTS.

Perkins Institution, South Boston,.....	\$ 4,976 53	
New York " 	165 00	
Connecticut " 	13,575 00	
Clothing and Transportation,.....	733 42	
Expenses of Office.....	250 95	
Traveling Expenses of Secretary and Members of Board.....	145 40	
		\$19,846 30

In addition to the above the Comptroller's report shows :

Amount paid for salaries, (14 months),.....	\$2,100 00	
" " " auditors, Treasurer's bond, and state beneficiaries, Chap. 143, Sec. 2295, Revised Statutes, 1902,.....	438 67	\$ 2,538 67
		\$22,384 97

KINDERGARTEN ACCOUNTS.

MRS. H. L. OLMSTED, ASST. TREAS.

Summary of Receipts and Disbursements for Year Ending September 30, 1901.

RECEIPTS.

Balance on hand, September 30, 1900,.....	\$ 192 04
From State,.....	8,400 00
“ Contributions and bequests,.....	2,385 63
“ W. E. and Rose Baker, for board and care of son Walter,.....	14 00

\$10,991 67

DISBURSEMENTS.

Salaries and Service.....	\$4,757 20
Food including supplies for barn.....	2,322 88
House furnishings and repairs,.....	995 74
Fuel,.....	902 69
Water,.....	77 00
Other current expenses, including telephone, electric light, medical attendance, medicines, etc.,.....	\$497 15
Interest on mortgage,.....	670 00
Insurance,.....	65 00
Petty Cash.....	231 63
Property.....	422 05
Balance on hand, September 30, 1901.....	50 33

\$10,991 67

KINDERGARTEN ACCOUNT.

MRS. H. L. OLMSTED, ASST. TREAS.

Summary of Receipts and Disbursements for Year Ending
September 30, 1902.

RECEIPTS.

Balance on hand, September 30, 1901,.....	\$ 50 33
Received from State,.....	8,850 00
“ “ Contributions,.....	2,341 81
“ “ Board of Nursery Children,.....	27 00
“ “ Sale of Cows,.....	35 00

 \$11,304 14

DISBURSEMENTS,

Salaries and Service,.....	\$4,414 02
Food and feed for barn.....	2,047 32
House Furnishings and Repairs,.....	1,355 38
Electric Light,.....	152 79
Coal.....	588 03
Water.....	84 72
Other current expenses.....	708 84
Interest on mortgage.....	670 00
Insurance.....	9 30
Live Stock.....	113 30
Petty Cash,.....	189 49
Property.....	874 75
Balance on hand September 30, 1902,.....	101 20

 \$11,304 14

Statement by Charles H. Jones.

Statement by Charles H. Jones, Gen'l Superintendent and Accountant, showing Receipts and Disbursements of the Industrial Department for the Fiscal Year ending September 30, 1901.

RECEIPTS.

Balance on hand, October 1, 1900,	\$ 189 11
Cash from Treasurer (State Receipts),	4,537 50
Donations and unclassified sources,	918 03
Temporary Loans,	3,586 05
Store,	1,369 28
Workshops,	3,007 31
Printing Department,	3,581 69
Current,	509 44
Concert,	1,000 00

\$18,698 41

DISBURSEMENTS.

Paid on account Temporary Loans,	\$2,030 90
“ “ “ Store,	1,400 65
“ “ “ Workshops,	2,559 06
“ “ “ Printing Dept.,	1,882 62
“ “ “ Property,	419 51
“ “ “ Salaries and wages:	
House Dept.,	\$1,858 37
Printing Dept.,	2,400 10
Store and Workshops,	1,137 10
	\$5,395 57
“ “ “ Current Expenses,	4,725 69
Balance, Cash on hand,	284 41

\$18,698 41

Statement by Charles H. Jones.

Statement by Charles H. Jones, Gen'l Superintendent and Accountant,
showing Receipts and Disbursements of the Institution for the Fiscal
Year ending September 30, 1902.

RECEIPTS.

Balance on hand October 1, 1901,	\$ 284 41
Cash from Treasurer, State Receipts,	4,725 00
Donations and unclassified sources,	2,146 37
Board of Pupils from out of State,	548 50
Temporary Loans,	1,715 00
Workshops,	3,598 53
Property,	8 36
Printing Office,	2,866 60

\$15,892 77

DISBURSEMENTS.

Paid on account Temporary Loans,	\$ 1,141 88
“ “ “ Workshops,	2,844 51
“ “ “ Property,	496 37
“ “ “ Current Expenses,	3,993 41
“ “ “ Printing Dept.,	1,259 76
“ “ “ Salaries and Wages:	
Household Dept.,	\$2,251 92
Printing Dept.,	2,056 91
Magazine Dept.,	520 00
Workshops,	904 82

\$5,823 65

Balance on hand, Sept. 30, 1902. 333 10

\$15,892 77

Financial Statement, October 1st, 1902.

ASSETS.

Plant and Personal Property, Kindergarten,.....	\$49,143 97	
“ “ “ “ Industrial Home,....	30,469 20	
Cash on hand,.....	434 39	
Bills and Accounts Receivable,.....	4,809 49	
Stock on hand,.....	1,700 48	
		\$86,557 53

LIABILITIES.

Mortgage Indebtedness, Kindergarten,.....	\$13,900 00	
“ “ Industrial Home,.....	4,850 00	
Interest due on Mortgage,.....	884 11	
Bills and Accounts Payable,.....	5,696 30	
Balance, (Assets above Liabilities).....	61,227 12	
		\$86,557 53

CONTRIBUTIONS.

Contributions to Connecticut Nursery and Kindergarten for the Blind for two years, ending September 30, 1902, as per audited account of H. L. Olmsted, Assistant Treasurer,

Allen, Mrs. B. R.	\$ 15 00
Allen, Mrs. S. H.	15 00
Andrews, Mrs. S. J.	7 00
Barney, Mrs. D. Newton	200 00
Barney, Mrs. S. E.	50 00
Bartlett, Mrs. D. E.	10 00
Beach, Mrs. C. C.	5 00
Beach, Mrs. George	20 00
Bennett, Mrs. Martin	5 00
Brewster, Mrs. Chauncey B.	5 00
Brewster, Mrs. James H.	10 00
Brainard, Miss L. A.	5 00
Brace, Miss Emily	2 00
Bridges, Miss Fidelia C.	10 00
Buck, Mrs. Henry (Wethersfield)	10 00
Bulkley, Mrs. Geo. L.	4 00
Bushnell, Mrs. Horace	70 00
Camp, Misses Cornelia and Kate	10 00
Chamberlin, Mrs. F.	10 00
Chandler, Mrs. G. P.	2 00
Cheney, Mrs. L. R.	50 00
Cash,	2 00
Church, Mrs. S. G.	2 00
Clark, Mrs. Chas. Hopkins	3 00
Clark, Miss Mary	60 00
Cole, Mrs. C. J.	2 00
Collins, Miss Ellen	40 00
Cooley, Mrs. Charles P.	5 00
Cooley, Mrs. F. B.	20 00
Cooley, Mrs. F. R.	7 00
Crocker, Mrs. Chas. E.	1 25
Cutler, Mr. and Mrs. R. W.	25 00
Cooke, Mrs. J. W.	2 00
Cutting, Mr. Ezra M.	1 00
Coffin, Mr. Herbert R. (Windsor Locks)	25 00
Coffin, Mrs. Herbert R. " "	25 00
Davenport, Miss J. M.	2 00
Davenport, Miss Martha	2 00
Day, Miss Caroline E.	20 00

\$759 25

Brought forward,	\$759 25
Day, Mrs. George H.	10 00
Dobson, Mrs. John S.	50 00
Dunham, Miss M. E.	25 00
Dunham, Miss S. R.	45 00
Dunham, Mrs. S. G.	30 00
Ehni, Dr. Robert R. (Springfield)	20 00
Enos, Mrs. D. C.	5 00
Ellis, Mrs. A. L.	4 00
A Friend of Babies,	25 00
Fitts, Mrs. Henry E.	5 00
Field, Mrs. Chas. H.	2 00
Field, Mr. Chas. H.	10 00
Franklin, Gen. W. B.	3 00
"Friends,"	1 00
Gladwin, Dr. Ellen H.	5 00
Goodman, Mrs. A. C.	20 00
Goodwin, Mr. Chas. S. and Miss Goodwin,	5 00
Goodwin, Rev. Francis	200 00
Goodwin, Mrs. James J.	400 00
Goodwin, Mrs. J. N.	10 00
Gordy, Mr. W. F.	5 00
Gordy, Mrs. W. F.	3 00
Gray, Miss Ellen W.	2 00
Grayson, Miss M. C.	1 00
Gross, Mr. Chas. E.	20 00
Gross, Mrs. Chas. E.	20 00
Haas, Mr. L. B.	2 00
Harrison, Mrs. A. S.	10 00
Hammond, Mrs. E. P.	4 00
Hewins, Miss C. M.	5 00
Hills, Mrs. George F.	5 00
Hillyer, Mrs. A. R.	30 00
Hillyer, Miss M. B.	10 00
Hillyer, Miss Clara E.	150 00
Hillyer, Miss Lucy T.	10 00
Hillyer, Mrs. Drayton	10 00
Howard, Mrs. Chas. F. and Miss Howard,	10 00
Howard, Miss E. M.	2 00
Hooker, Mrs. E. W.	20 00
Huntington, Rev. John T.	35 00
Huntington, Miss S. B.	5 00
Hungerford, Estate Mrs. Caroline C.	50 00
Jewell, Mrs. Chas. A.	5 00
Jewell, Miss Charlotte	10 00
Jewell, Mrs. Lyman B.	25 00

Total,

\$2,840 25
\$2,083 25



Brought forward,	\$2,083 25
Jewell, Mr. Pliny	1 00
Jones, Mrs. F. C.	4 00
Johnson, Mrs. H. J.	1 00
Judd, Lieut. Col. Edwin B.	10 00
Kellogg, Mrs. E. W.	4 00
Knous, Mrs. Jacob	7 00
Loomis, Miss Jennie L.	5 00
Larkin, Mrs. Wm. E.	10 00
Marvin, Mrs. E. E.	5 00
Marvin, Mrs. John (Deep River)	2 00
"Marjory,"	10 00
Miles, Margaret	1 00
Mitchell, Spencer, Knox and Frederick	6 00
Morgan, Mrs. H. K.	20 00
Munyan, Mrs. C. G.	20 00
Niles, Miss F. G.	10 00
Ney, Mrs. J. M.	20 00
"No Name,"	1 00
Page, Mrs. Chas. W.	25 00
Page, Mrs. M. J.	5 00
Palmer, Miss Emeline	3 00
Palmer, Mrs. S. E. (Albany)	20 00
Palmer, Mrs. W. H.	87 00
Pardee, Miss S. H.	110 00
Parsons, Mrs. Francis	10 00
Parker, Mrs. Lewis D.	2 00
Parker, Mrs. R. B.	10 00
Perkins, Mrs. Edward	20 00
Perkins, Mrs. Geo. C.	10 00
Peck, Mrs. N. F.	10 00
Pratt, Mrs. Waldo F.	10 00
Prescott, Mrs. W. H. (Rockville)	10 00
Porter, Mr. C. A. (Windsor Locks)	1 00
Root, Mrs. Judson H.	4 00
Russ, Mrs. Chas. F.	10 00
Resusill, Mrs. W. C.	7 00
Russell, Mrs. Fled	1 00
Russell, Dr. Gurdon W.	10 00
Schutz, Mrs. Augustus	10 00
Seymour, Miss Emily	10 00
Sisson, Mr. Thomas	10 00
Shipman, Mrs. Nathaniel	25 00
Smith, Mrs. Chas. H.	5 00
Smith, Mrs. W. E.	1 00
Stearns, Mrs. H. P.	5 00

\$2,651 25

Brought forward,	\$2,651 25
Stone, Mrs. Jas. B.	1 00
Strong, Mrs. M. E. C.	5 00
Talcott, Miss Mary K.	2 00
Taintor, Miss Alice	10 00
Taintor, Mr. Geo. E.	6 00
Taintor, Mrs. Henry	5 00
Taintor, Mrs. Jas. U.	10 00
Terry, Mrs. Stephen	10 00
Thomson, Mr. Jas. M.	10 00
Thompson, Mrs. M. D.	2 00
Thompson, Mrs. W. J.	5 00
Towne, Miss. S. E.	2 00
Townsend, Anna (Albany)	5 00
Tuttle, Miss Jane	25 00
Van Ingen, Mrs. E. H.	10 00
Vinton, Miss Cora C.	5 00
Warner, Mrs. Chas. Dudley	10 00
Watkinson, Mrs. E. B.	1 00
Welch, Mrs. A. A.	5 00
Welles, Mrs. John S.	5 00
Wells, Mrs. D. H.	5 00
Whaples, Mrs. M. H.	20 00
Whitney, Mrs. Amos	4 00
Whitmore, Mrs. O. H.	10 00
Williams, Miss Augusta	5 00
Williams, Mrs. George G.	600 00
Woodfred, Miss Ada M.	2 00
Williams, Mrs. Bernard T.	10 00
Woodward, Mr. and Mrs. P. H.	30 00
Wells, Estate Miss S. Maria	300 00
Woodruff, Mrs. H. A.	5 00
	\$3,776 25

NEW HAVEN CONTRIBUTORS.

Bennett, Mrs. Thos. G.	\$10 00
Daggett, Miss M. J.	10 00
Dana, Mrs. J. D.	10 00
Dexter, Mrs. F. B.	10 00
Hadley, Mrs. Arthur T.	10 00
Prichard, Miss E. M.	5 00
Shipman, Miss C. D.	2 00
Tyler, Mrs. Morris T.	10 00
Hollister, Miss Mary	1 00
Walker, Mrs. Edward A.	3 00
Woolsey, Miss Edith	5 00
	\$76 00

 \$3,852 25

NEW LONDON.

Brought forward,		\$3,852 25
Crandall, Mrs. Herbert	\$10 00	
Harris, Mrs. J. N.	50 00	
Palmer, Mrs. Elisha L.	5 00	
Palmer, Mrs. R. T. Jr.	10 00	
Stoddard, Miss S. A.	4 00	
Viets, Mrs. Carl	2 00	
		\$81 00

CHURCHES.

Asylum Hill, Congregational, Weekly Offerings,	\$300 67	
Asylum Avenue, Baptist,	19 09	
First Baptist, Hartford,	20 00	
		\$429 76

FROM SUNDAY SCHOOLS.

Center Church, Hartford, Primary Dept.,	\$ 10 00	
Center Church, Hartford, Sunday School,	20 00	
Asylum Hill, Cong'l Ch. S. S.,	29 05	
Asylum Hill, Cong'l Ch. Primary Dept.,	8 00	
Chester Cong'l Ch. S. S. Primary Dept.,	8 00	
Farmington Ave. Church, Primary Dept.,	10 00	
Park Church, Hartford, Primary Dept.,	10 00	
Trinity Church S. S., Hartford,	15 00	
Union Cong'l Ch., Rockville, Junior Dept.,	2 50	
Class, Mrs. D. W. Havens,	3 00	
Washington Cong'l Ch. S. S.,	4 10	
S. S. in Norwich,	53	
		\$120 18

KING'S DAUGHTERS.

Cheerful Workers, Prospect Ave., Senior Dept.,	\$25 00	
Helpful Circle, Ch. Redeemer,	5 00	
Loving Service Circle, New Britain Ave.,	1 00	
Louise Circle, Ch. Redeemer,	6 00	
Whatsoever Circle, Newington,	5 00	
		\$42 00

OTHER CIRCLES.

Children's Mission Circle, Windsor Ave.,		
Cong. Ch.,	5 00	
L. L. T. Bible Class,	5 00	
"Our Bible Class,"	5 00	
"Social Neighbors,"	20 00	
		\$35 00

ENTERTAINMENTS.

Dr. Grant's Lecture, by Mrs. Mary Keyes,	\$167 25	

GRAND TOTAL,

\$4,727 44

Acknowledgements.

In addition to the foregoing contributions in money, the managers of the Nursery and Kindergarten desire to acknowledge with thanks many useful articles, besides professional service and other valuable assistance.

As in former years Dr. S. B. St. John and his associate, Dr. Walte, have freely given us their valuable services.

To Dr. G. C. Segur we are greatly indebted for his ever prompt and considerate care of the children.

Drs. A. G. Cook, Philip D. Bunce, N. J. Goodwin and G. F. Barrett have also rendered professional service which has been highly appreciated.

Our faithful friend, Miss Louise M. Lee continues to provide weekly lessons in Sloyd carpentering from Miss Tracy, under her supervision one of our own teachers continues during the week this instruction, for which the children are eager.

Miss Ellen M. Case has given to the Institution a large, fine music box, which is the source of much pleasure.

To Mr. A. L. Ellis the school is indebted for a yearly all-day picnic in Laurel Park, a special car having been provided for these occasions. Mr. Ellis' other kindnesses to the children have been too many to enumerate and they regard him as a sort of Santa Claus.

Mr. W. W. Huntington has kindly pastured two cows, and has rendered assistance in ploughing, etc.

Mr. W. H. King has given twelve graphophone records.

Mr. Theodore Coe has given one autoharp and roller skates.

Our thanks are also due the *Hartford Courant* for a daily copy of this valuable paper.

CLOTHING.

Hartford Branch Needlework Guild,	Page, Mrs. Chas. W.
92 garments.	Roberts, Mrs. Geo. .
Dunham, Mrs. S. G.	Boyd, Mrs. E. E.
Beach, Mrs. C. C.	Palmer, Mrs. W. H.
Goodwin, Mrs. N. J.	Shaler, Mr. E. C.
Ellis, Mr. A. L.	Chapman, Mrs. Chas. R.
Miller, Mrs. M. H.	Bartlett, Miss M.

FOOD, FRUIT, CANDY. ETC.

Goodwin, Mr. Jas. J.	Newton & Burnet, Messrs.
Friends in West Cornwall	Chapman, Mrs. Chas. R.
Strong, Mrs. M. E. C.	Ellis, Mr. A. L.
Collins, Miss M. F.	Tallman, Mrs. Jas. A.
Palmer, Mrs. W. H.	Church, Grace
Robertson, Mr. and Mrs. W. P.	Pardee, Miss S. N.
Brewster, Rt. Rev. Bishop	Ferguson, Mrs. H. A.

FOOD, FRUIT, CANDY, ETC., (CONTINUED.)

Besse, Messrs. P. & J.	Sunday School of Church of the
Taylor, Mrs. A. A.	Redeemer
Boyd, Mrs. E. E.	Cleveland, Mr. E. S.
Marshall, Mrs. Robert	Langdon, Mrs. Chas. S.
Tuttle, Miss Jane	Hapgood, Children of Mrs. M. H.
	Bissell, Miss Cornelia

FOR TICKETS TO CONCERTS AND LECTURES.

Thompson, Mr. Ernest Seton-	Emerson, Mr. Irving
Kellogg, Mr. the "Warbler."	Parsons, Mrs. Francis
Welch, Mrs. A. A.	

FURNITURE, TABLE LINEN, ETC.

Howe, Mrs. D. R.	Keyes, Miss A. M.
Dunham, Mrs. S. G.	Tuttle, Miss Jane
Bolter, Miss Alice	Goodman, Mrs. A. C.
Batterson, Mr. Jas. G.	Olmsted, Mrs. H. L.
State Capitol,	Allen, Miss Emma G.

BOOKS, TOYS, PLANTS, PICTURES, ETC.

Mitchell, Spencer, Knox, and	Dunham, Mrs. S. G.
Frederike	King, Mrs. W. H.
West Middle School,	Ellis, Mr. A. L.
Hart, George	Perkins, Mrs. M. R.

Donations to the Institution and Industrial Home.

Donations to the Institute and Industrial Home for the two years ending Sept. 30, 1902.

"Inasmuch as ye did it unto one of these my brethren, even these least, ye did it unto me.

Havemeyer, Mrs. Chas. W.	\$ 50 00	Woman's Home Missionary	
Lee, Miss Louise M.	105 00	Society and Broadway	
Kellogg, Dr. E. W.	1 00	Cong. Church, Norwich,	
Lee, Mrs. Wm. H.	300 00	Conn.	2 53
Collins, Mrs. Atwood	45 00	Smith, Mrs. Chas. F.	1 00
Smith, Mrs. E. A. }	130 00	Tillottson, Mr. H. D.	1 00
Smith, Mr. H. K. }		Van Ingen, Mrs. E. H.	10 00
Smith, Mr. E. W. }		Pardee, Miss	25 00
Smith, Mr. Geo. W.	10 00	C. E. Society, First Cong.	
Bunce, Mrs. J. B.	50 00	Church, Essex,	10 00
Brainard, Miss L. A.	5 00	Allen, Mrs. Mary E.	4 00
Plunkett, Mrs. Geo. T.	50 00	Post, Miss Martha E.	2 00
South Cong. Church, Manchester,	2 60	Chapman, Mrs. A. W.	1 00
Beach, Mrs.	2 00	Aldis, Mr. James	4 00
A Friend, Wethersfield,	10 00	Cheney, Maj. R. O.	100 00
Munyan, Mrs. C. G.	5 00	Hills, Miss Anna M.	50 00
Marsh, Rev. Mr.	2 00	Farnum, Mrs. Henry	25 00
Nilan, Rev. Father, Amesbury,	2 00	Camp, Mrs. John S.	200 00
Cheney, Mrs. Louis R.	50 00	Chase, Mr. Geo. L.	25 00
Camp, Mrs. W. H.	5 00	White, Mr. Oliver S.	10 00
Boardman, Mrs. L. A.	50 00	Jones, Mr. William	4 00
Singer, Mr. G. W.	1 70	Gleason, Mr. J. H.	1 00
Green, Mr. A. P.	70	Smith, Mrs. Chas. B.	75 00
Fitz, Mr. C. W.	80	Shipman, Mrs. Nathaniel	25 00
Jones, Mr. Henry P.	3 00	Davidson, Mrs. C. D.	25 00
Pfeiffer, Mrs. Annie J.	1 00	Davis, Dr. and Mrs. G. P.	200 00
Rich, Mrs. E. A.	1 00	Holmes, Mr. C. W.	50
A Friend, Amesbury,	9 00	Loveless, Mrs. H. E.	2 00
Carpenter, Mrs. J. B.	1 00	Porter, Miss Jennie S.	25
Holmes, Mr. Geo. H.	3 00	Vorce, Mrs. A. D.	3 00
Henry, Mrs. W. J.	1 00	Dow, Mrs.	1 00
Hubbard, Elvira S.	1 00	Porter, Miss Elizabeth	4 00
Friends,	4 45	Barber, Mrs.	1 00
Porter, Mrs. J. E. S.	100 00	Gulliver, Miss	50
Walter, Mr. J. A.	10 00	Burnett, Rev. Mr.	25
Lockwood, Miss M. S.	5 00	Currier, Mrs. D. H.	50
			\$1,830 78

Brought forward,	\$1,830 78	Lockwood, Miss. Mary I.	5 00
Rose, Mrs. Frank	50	Chapman, Mrs. and Niece	2 00
Kingsbury, Mrs.	50	Friends from Farmington,	5 60
Johnson, Mrs.	25	Warner, Mrs. Chas. Dudley	100 00
Broadhead, Miss Julia	1 00	White, Mr. H. H.	25 00
Cole, Mr. J. K.	1 00	Russell, Mrs. G. W.	10 00
Watson, Mrs. M. A.	1 00	Davidson, Mrs. S. T.	25 00
Nichols, Mr. James	25 00	Goodrich, Gen. A. L.	25 00
Colt, Mrs. E. H.	200 00	Allen, Mrs. Mary E.	4 00
Camp, Helen P.	5 00	Goodman, Mrs. Aaron C.	100 00
Eldridge, Isabella	5 00	Anderson, Mr. W. E.	1 00
Root, Mrs. T. H.	50	Terry, Mrs. Stephen	20 00
Junior C. E. Cong. Church,	-	Coe, Mr. E. S.	1 00
North Manchester,	6 07	Hallock, Mrs. F. H.	1 00
Davis, Mrs. A. L.	1 00	Townsend, Mrs. John	5 00
Enders, Mr. J. O.	50 00	Beach, Mrs. George	50 00
Scranton, Mr. W. L.	1 00		
Smith, Mrs. Chas. H.	5 00		
			\$2,513 29

LEGACIES.

Estate of Ellen Berry of Watertown, Mass.,	\$1000 00
Estate of Miss S. Maria Wells of Hartford,	200 00

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Griffith, Mrs. G. W.
Merriman, Mrs. Henry
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Wethersfield Needlework Guild,
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Cheerful Workers' Circle, }
Prospect Ave. Chap. House, }
Girls' Mission Circle, Park Cong. Church,
Rev. and Mrs. D. D. Marsh.
Mrs. Boyd,
Mrs. James Bartlett,
Mrs. Twiss,

HOUSEFURNISHINGS CONTINUED.

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 Mrs. W. S. Buckingham,
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 Mrs. L. L. Hollister,
 Mrs. Samuel Cowles,
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 T. M. McCarty,
 Friends from Farmington,
 The Misses Smith,
 Miss Gridley,
 Ladies' Guild of Farmington,
 Miss Lilla Burt,
 Mr. Earl Hatehway.

ENTERTAINMENTS.

Miss Lilla Burt and Nieces,
 Misses Adair, Rouss and Saunders,
 Messrs. Saunders and Williams,
 Mr. Walter Ober,
 Mrs. Philip Ober,
 Mr. Parsons of Parsons Theatre,
 Professor Kellogg,
 Mr. Ernest Seton-Thompson,
 Young People, Parkville M. E.
 Church,
 Messrs. Phelps, Robus and othes.
 Mrs. Kelley, Miss Allen, Miss Allis,
 Miss Lillie Allis, Mr. Francis
 Echols, Mr. Allis,
 Mr. H. D. Chapman,
 Mrs. Camp,
 Mr. Johnson,
 Mr. Arbell,

Mr. Pepper,
 Mr. Riga,
 Mrs. Riga.
 Church of Good Shepherd,
 Managers Bushnell Park,
 Managers Capitol Park,
 Miss Lee, }
 Mr. Eitel, }
 Mr. Royal,
 Mr. Sperry,
 Mr. F. J. Benedict,
 Mr. Irving Emerson,
 Good Samaritan Chapter King's
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 Rev. D. D. Marsh and family,
 Mrs. Bel,
 Mrs. E. M. Sill,
 Mrs. C. S. Whiting,
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 Mrs. M. B. Cady,
 Miss Boardman,
 Mrs. Allis,
 Mrs. Everett Benson,
 Mrs. Boyd,
 Young Ladies South Cong. Church,
 Mrs. Wm. P. Robertson,
 Kindergarten and Primary Dept.
 West Middle School,
 Mrs. H. L. Ohmsted,
 Mr. Ricker,
 Mr. Varney,
 Miss Woodcock,
 Mrs. Whiting,
 Mr. F. G. Cartland,
 Miss Hatheway.

In addition to above our thanks are due to Mr. Anderson of Trinity College for faithful and efficient service in conducting for quite a length of time a Sunday school at the Institution, and to Mr. Jennison, Revs. Connell, Elsdon and Marsh for courtesies in conducting prayer meetings. This spirit of Christian helpfulness is highly appreciated.

We are placed under continued obligations to Mrs. Sarah Cowles of Farmington, who has repeatedly come to us and rendered valuable assistance with her needle. Many others have also kindly aided in the large amount of sewing necessary in an Institution of this kind.

BOARD OF EDUCATION. FOR THE BLIND.

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(Charged with investment and custody of all gifts exceeding \$200 in amount.)

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 Gen. Arthur L. Goodrich, Hartford Courant.
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FORMS OF BEQUEST.

I give, devise and bequeath to the Connecticut Institute and Industrial Home for the Blind at Hartford, Conn., (here describe property devised or bequeathed).....

.....

.....

to be used by the trustees of that corporation to promote its interests at their discretion.

I give, devise and bequeath to the Connecticut Institute and Industrial Home for the Blind, at Hartford, Conn., for the sole use of the Kindergarten for the Blind the sum of..... Dollars.

I give, devise and bequeath to the Connecticut Institute and Industrial Home for the Blind at Hartford, Conn., for the sole use of the Industrial Home the sum of.....Dollars.



State of Connecticut
PUBLIC DOCUMENT No. 13

REPORT
OF THE
STATE LIBRARIAN
TO
The Governor

FOR THE TWO YEARS ENDED SEPTEMBER 30

1901-1902



PRINTED BY ORDER OF THE LEGISLATURE

Hartford Press
THE CASE, LOCKWOOD & BRAINARD COMPANY
1903



STATE LIBRARY COMMITTEE

HIS EXCELLENCY GEORGE P. MCLEAN (*Ex Officio*)

Hon. CHARLES G. R. VINAL, *Secretary*

Hon. WILLIAM HAMERSLEY

LIBRARY STAFF

GEORGE S. GODARD, State Librarian

CHARLES R. GREEN, Librarian's Assistant

Miss ANNE L. MALTBIE, Cataloguer

The State Library, which is located in the Capitol on the third floor, north side, is open daily, except Sundays, from 9 a. m. to 5 p. m. Telephone 661.



Connecticut State Library

HARTFORD, October 10, 1903.

To His Excellency

ABIRAM CHAMBERLAIN

Governor

Sir: In compliance with the statutes, I have the honor to submit herewith my report as State Librarian for the two fiscal years ended September 30, 1902. In view of the extended changes and additions which have been made in this department during this period, it has seemed advisable to go somewhat into detail. For the convenience of those who do not have immediate access to the card catalogue now in preparation I have added a list of the law reports, recent statutes, digests, and treatises as appendices to this report, the publication of which has been delayed by the non-arrival of certain foreign statutes and reports which had been included in the above-mentioned lists.

Respectfully submitted,

GEO. S. GODARD,

State Librarian.



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INTRODUCTION



IN the report of the State Librarian for the year ended September 30, 1900, and referred to the General Assembly of 1901, I gave a brief sketch of the State Library, called attention to its several departments and made such suggestions as seemed most necessary. Particular attention was called to the crowded condition of our rooms resulting from lack of proper shelving, to the several dangers to which the archives of the State were exposed, being stored in wooden cupboards or heaped upon tables, to the importance of a regular and systematic exchange of State publications with foreign countries and sister states, and also depositing them in the several public libraries of our own State, to the necessity of a proper catalogue of the library, and an increased appropriation for the purchase of books.

It is a pleasure to be able in this report to state that the several suggestions and plans offered along those several lines met with approval, and it has been my privilege to assist in their fulfillment.

CASES

The library has long been handicapped by lack of proper shelving and room for accommodating its books. As stated in the last report, books were stored in four different rooms, often with two or more rows upon a shelf or in heaps. During the past year the massive oak cases with extravagant shelving have been replaced by a two-story modern Fenton stack, made and installed by the Art Metal Construction Co. of Jamestown, N. Y. These steel cases, which are light, neat,

compact, and easily accessible, are also adjustable. In planning for them I have aimed to shelve the largest number of books in the least possible space consistent with freedom of access, and at the same time preserve the symmetry and beauty of our room. Although occupying practically the same floor space as the old cases, the present two-story equipment furnishes nearly three times as much shelving, all of which is accessible and that, too, without the aid of step-ladders. Provision has been made in the construction for adding two more tiers whereby the capacity may be practically doubled without occupying additional floor space. Moreover the stairways have been so placed as to accommodate tiers at each end of the room, should they become necessary.

The views contained in this report show the arrangement and crowded condition of the library two years ago and the present appearance of our new equipment. The escutcheons upon the railing of the balcony bear the arms of the State in bronze relief. The whole metal equipment is finished in a dark green enamel.

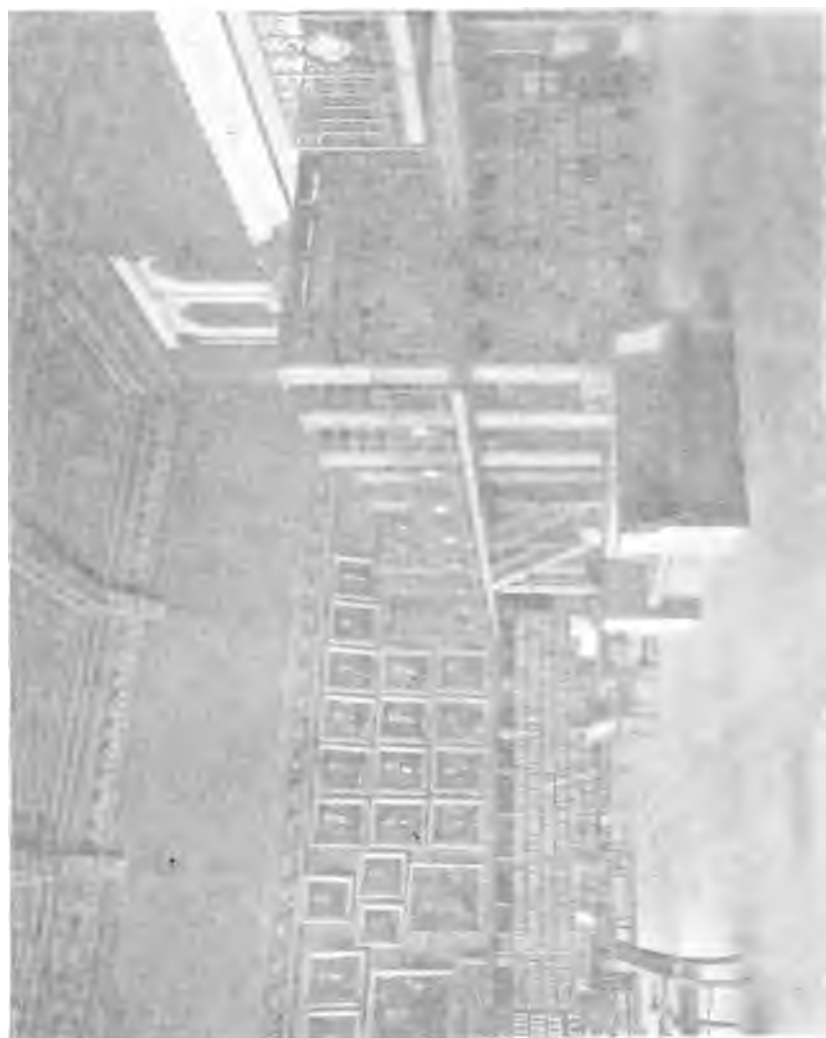
LIGHTING

Although constructed and occupied nearly a quarter of a century ago, it remained for the year 1902 to show the people of Connecticut what a really beautiful State House they have. While the lighting of the building by electricity has transformed the entire interior of the Capitol, in no part—the rotunda excepted—is the change more noticeable, welcome, or pleasing than in the library. This beautiful room, eighty-five feet long, fifty-five feet wide, and thirty-five feet high, with its tiled flooring, beamed ceiling, carved cornices, pillared windows, and frescoed walls, required the assistance of this new light to bring out its real beauty. The thirty-six lamps of the chandelier with one hundred and fifty-six lamps nestled in the niches of the lower cornice around the room do this. The working lights consist of two hundred and fifty-eight lights arranged throughout the aisles



CONNECTICUT STATE LIBRARY -- OLD EQUIPMENT -- LOOKING EAST

Photo by H. S. Redfield







CONNECTICUT STATE LIBRARY — NEW EQUIPMENT — LOOKING EAST

Photo by H. S. Redfield

of the stacks and along the cornices of the wall-cases and twelve upon the several tables—a total of four hundred and sixty-two lights. All are controlled by convenient switches. For the first time our library is really lighted.

FURNITURE

The furniture of the library also presents a decided change. Our massive oaken tables and the librarian's desk have been refinished and recovered. The old cane-bottom chairs have been superseded by new ones and a four-sided center seat made by The Mellish & Byfield Co. of Boston. All are upholstered in dark green to harmonize with the color of room and new shelving.

Of the colonial chairs used in the Senate Chamber of the old State House only eight remain in the possession of the State. These, having been restored by Nathan Margolis of this city, whose reputation along these lines is by no means confined to Connecticut, form a pleasing part of our furnishings.

PORTRAITS OF GOVERNORS

The portraits of the several Governors of Connecticut, which formerly extended in single line along the two ends and south side of the library and partially hidden by books and cases, have been rearranged to meet the new conditions. Those who served the State before the Civil War have been grouped upon the east wall and those since upon the west. The wooden name-blocks have been replaced by uniform electroplated name-plates, which bear not only the name of the Governor but also the dates of his administration. Each portrait has also been cleaned and revarnished by Miss Ellen Earle Flagg of this city, whose father, Charles Noel Flagg, and whose grandfather, Jared B. Flagg, N.A., have painted eight out of the forty-three portraits in line. It is to be regretted that there are fourteen of our early Governors of whom there is no authenticated likeness.

The following is the list of the portraits now hanging in the library, with date of birth and death, the terms of their administration, and name of artist.

1. JOHN WINTHROP (1606-1676) of New London. Governor of Connecticut from 1657 to 1676, except 1658. Painted by George F. Wright of Hartford from the original by an unknown artist in possession of the New York branch of the Winthrop family.

2. Sir EDMUND ANDROS (1637-1714). Royal Governor of New England from November 1, 1687, to May 9, 1689. Painted by Charles Noel Flagg of Hartford from a colored photograph of a miniature in possession of his collateral descendants in London and an engraving prefixed to the Andros Tracts of the Prince Society.

3. FITZ JOHN WINTHROP (1639-1707) of New London. Governor from 1698 to 1708. [Our first American-born Governor.] Unsigned.

4. GURDON SALTONSTALL (1666-1724) of New London. Governor from 1708 to 1725. Painted by Wright from a portrait in possession of Yale University.

5. JONATHAN TRUMBULL, "Brother Jonathan" (1710-1785), of Lebanon. Governor from 1769 to 1784. Painted by Wright from portrait by the Governor's son, Col. John Trumbull.

6. SAMUEL HUNTINGTON (1731-1796) of Norwich. Governor from 1786 to 1796, when he died in office. Painted by Wright from the painting in Independence Hall, Philadelphia.

7. OLIVER WOLCOTT (1726-1797) of Litchfield. Was Governor 1796-1797, and also died in office. This portrait, presented to the State by his grandson in 1830, was painted by Ralph Earle about 1784.

8. JONATHAN TRUMBULL, JR. (1740-1809) of Lebanon. Governor from 1797 until his death in 1809. This portrait by Wright was painted after the original by Sully.

9. JOHN TREADWELL (1745-1823) of Farmington. Governor from 1809 to 1811. Painted by Wright after a portrait in the possession of the Connecticut Historical Society by an unknown artist.

10. JOHN COTTON SMITH (1765-1845) of Sharon. Governor, 1812-1817. Painted by Albert H. Emmons of Hartford, from a miniature.

11. OLIVER WOLCOTT, JR. (1760-1833) of Litchfield. Governor, 1817-1827. Painted by Wright after an original by Stuart.

12. GIDEON TOMLINSON (1780-1854) of Fairfield. Governor, 1827-1831. Painted by Wright after a portrait by an unknown artist.

13. JOHN S. PETERS (1772-1858) of Hebron. Governor, 1831-1833. Painted by Wright.

14. HENRY W. EDWARDS (1779-1847) of New Haven. Governor, 1833-1834 and 1835-1838. Painted by Wright from a daguerreotype.

15. SAMUEL W. FOOT (1780-1846) of Cheshire. Governor, 1834-1835. Painted by Wright from an unsigned portrait.

16. WILLIAM W. ELLSWORTH (1791-1868) of Hartford. Governor, 1838-1842. Unsigned. Attributed to Wright.

17. CHAUNCEY F. CLEVELAND (1799-1887) of Hampton. Governor, 1842-1844. Painted by Wright.

18. ROGER S. BALDWIN (1793-1863) of New Haven. Governor, 1844-1846. Painted by Wright.

19. ISAAC TOUCEY (1796-1869) of Hartford. Governor, 1846-1847. Unsigned.

20. CLARK BISSELL (1782-1857) of Norwalk. Governor, 1847-1849. Painted by Wright.

21. JOSEPH TRUMBULL (1782-1861) of Hartford. Governor, 1849-1850. Painted by Wright.

22. THOMAS H. SEYMOUR (1808-1868) of Hartford. Governor, 1850-1853. Painted by Wright.

23. CHARLES H. POND (1781-1861) of Milford. Governor, 1853-1854. Painted by Wright.

24. HENRY DUTTON (1796-1869) of New Haven. Governor, 1854-1855. Painted by Wright.

25. WILLIAM T. MINOR (1815-1889) of Stamford. Governor, 1855-1857. Unsigned.

26. ALEXANDER H. HOLLEY (1804-1887) of Salisbury. Governor, 1857-1858. Painted by Henry Wilson.

27. WILLIAM A. BUCKINGHAM (1804-1875)) of Norwich. Governor, 1858-1866. Painted by Emmons.

28. JOSEPH R. HAWLEY (1826-) of Hartford. Governor, 1866-1867. Painted by Jared B. Flagg, N.A., of New Haven.

29. JAMES E. ENGLISH (1812-1890) of New Haven. Governor, 1867-1869 and 1870-1871. Painted by Jared B. Flagg, N.A.

30. MARSHALL JEWELL (1825-1883) of Hartford. Governor, 1869-1870. Painted by William R. Wheeler of Hartford.

31. CHARLES R. INGERSOLL (1821-) of New Haven. Governor, 1873-1877. Painted by Jared B. Flagg, N.A.

32. RICHARD D. HUBBARD (1818-1884) of Hartford. Governor, 1877-1879. Painted by William Lazarus of New York.

33. CHARLES B. ANDREWS (1834-1902) of Litchfield. Governor, 1879-1881. Painted by Wright.

34. HOBART B. BIGELOW (1834-1891) of New Haven. Governor, 1881-1883. Painted by Harry Thompson of New Haven.

35. THOMAS M. WALLER (1840-) of New London. Governor, 1883-1885. Painted by Thompson.

36. HENRY B. HARRISON (1821-1901) of New Haven. Governor, 1885-1887. Painted by Thompson.

37. PHINEAS C. LOUNSBURY (1841-) of Ridgefield. Governor, 1887-1889. Painted by Thompson.

38. MORGAN G. BULKELEY (1838-) of Hartford. Governor, 1889-1893. Painted by Charles Noel Flagg.

39. LUZON B. MORRIS (1827-1895) of New Haven. Governor, 1893-1895. Painted by Thompson.

40. O. VINCENT COFFIN (1836-) of Middletown. Governor, 1895-1897. Painted by Charles Noel Flagg.

41. LORRIN A. COOKE (1831-1902) of Winsted. Governor, 1897-1899. Painted by Charles Noel Flagg.

42. GEORGE E. LOUNSBURY (1838-) of Ridgefield. Governor, 1899-1901.

43. GEORGE P. McLEAN (1857-) of Simsbury. Governor, 1901-1903. Painted by Charles Noel Flagg.

It is believed there are no portraits nor likenesses of any kind extant of the following Governors, as thus far the State has been unable to secure portraits of any of them:

1. JOHN HAYNES (1594-1653-4) of Hartford. Governor, 1639, '41, '43, '45, '47, '49, '51, and '53. Eight years.
2. EDWARD HOPKINS (1600-1657) of Hartford. Governor, 1640, '44, '46, '48, '50, '52, and '54. Seven years.
3. GEORGE WYLLYS (about 1570-1645) of Hartford. Governor, 1642-1643. One year.
4. THOMAS WELLES (1598-1660) of Hartford. Governor, 1655 and 1658. Two years.
5. JOHN WEBSTER (-1661) of Hartford. Governor, 1656-1657. One year.
6. WILLIAM LEETE (about 1612-1683) of Guilford. Governor, 1676-1683. Seven years.
7. ROBERT TREAT (1622-1710) of Milford. Governor, 1683-1698. Fifteen years. (This includes the Andros regime.)
8. JOSEPH TALCOTT (1669-1741) of Hartford. Governor, 1725-1742. Seventeen years.
9. JONATHAN LAW (1674-1750) of Milford. Governor, 1742-1751. Nine years.
10. ROGER WOLCOTT (1679-1767) of Windsor. Governor, 1751-1754. Three years.
11. THOMAS FITCH (1700-1774) of Norwalk. Governor, 1754-1766. Twelve years.
12. WILLIAM PITKIN (1694-1769) of Hartford. Governor, 1766-1769. Three years.
13. MATTHEW GRISWOLD (1714-1799) of Lyme. Governor, 1784-1786. Two years.
14. ROGER GRISWOLD (1762-1812) of Lyme. Governor, 1811-1812. Five months.

SAFES

The one hundred and twenty-two large folio volumes into which were pasted, by authority of the General Assembly, about forty thousand documents—mostly before 1790—pertaining to the history of the State, to the history of every

town and nearly every ancient family of the State — together with many similar papers unmounted and several volumes of great value are now housed in two special modern fireproof safes fitted with roller shelving, which are intended not only to protect their contents, but also to furnish suggestions to those having to do with the custody of records.

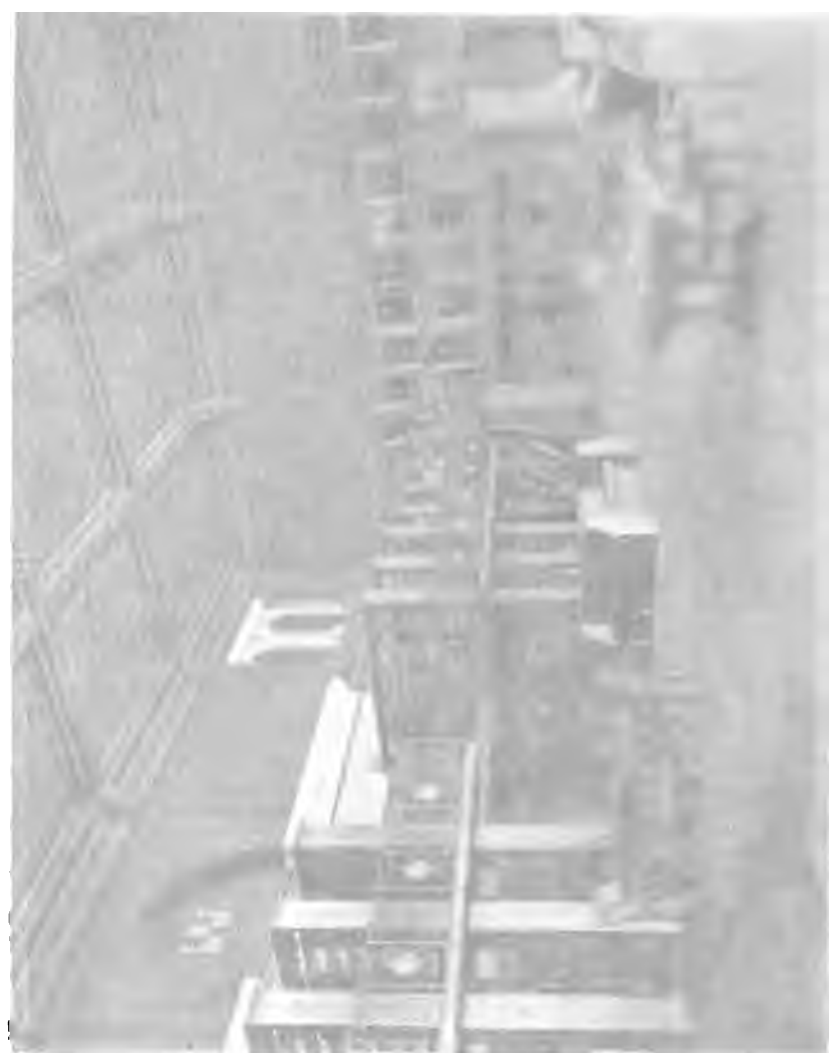
The charter of 1662 — so conspicuous in our early history — and the official copy of the Constitution of 1818 — both engrossed upon parchment — and which for many years hung upon the walls of the Secretary's office, having been transferred to the library, have also been placed in a special safe.

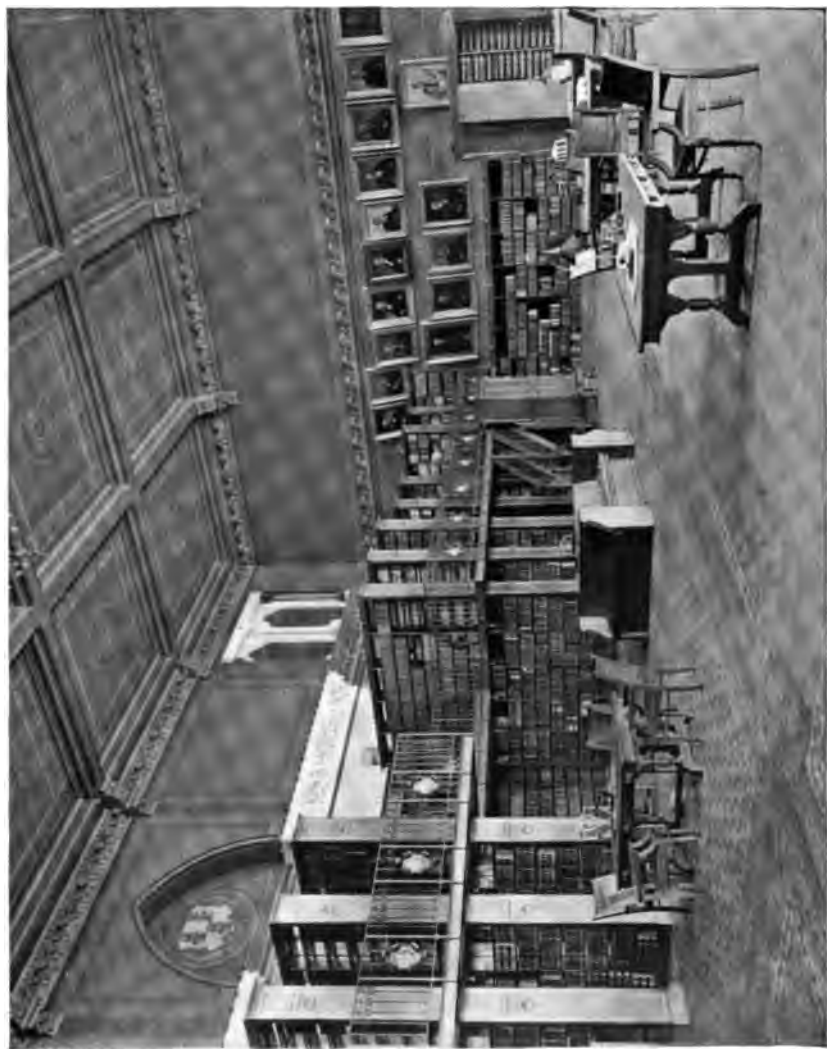
These three safes were made to order by the York Safe & Lock Co. of York, Penn., and placed in position by their representatives, Bill Bros. of this city, whose personal interest in the equipment has done much towards securing the harmony of our room.

In addition to the above safes, provision has been made for the storage and protection of books, records, and documents by enclosing with grill work one aisle of the stack, thus securing about 225 feet of steel shelving for this purpose. Already advantage has been taken of this protection and the records of State Commissions and associations are being deposited in the library. It is only by thus welcoming and protecting records and papers that the State can hope to have restored to its custody many state and semi-state papers and records, which in various ways long since passed from its possession.

FRENCH AND INDIAN WAR ROLLS

Among the papers filed away in the above-mentioned safes are two hundred and twenty-two rolls and lists of Connecticut men who served in the French and Indian Wars from 1755 to 1763. These rolls, which were secured some years since from the late Sherman W. Adams, — who assisted in rescuing them from the paper mill, — not only give the names of several hundred Connecticut soldiers, but, being muster and pay rolls, they give much other interesting data concerning these





CONNECTICUT STATE LIBRARY — NEW EQUIPMENT — LOOKING WEST

Photo by H. S. Redfield

soldiers. In most instances the information conveyed by them can be found nowhere else.

With the exception of sixty-six documents, covering 1755 and 1756, the rest of these rolls — one hundred and sixty-one of them — are in single sheets of uneven size and in various states of preservation, but all very brittle. Each time they are consulted, and that too with great care, results in the breaking off of little fragments of the manuscript. The fact that the names of these soldiers, with the greater part of the information given by the rolls, have been or are to be published by the Connecticut Historical Society will bring additional wear upon these historical sheets. Unless preserved at once much damage must result to them. As an example of what should be done, I have had the rolls for 1755 and 1756 treated by the Emery Record Preserving Company of Taunton, Mass., which has faced the rolls with silk and bound them into two durable and attractive volumes properly labeled. The other rolls should receive similar treatment.

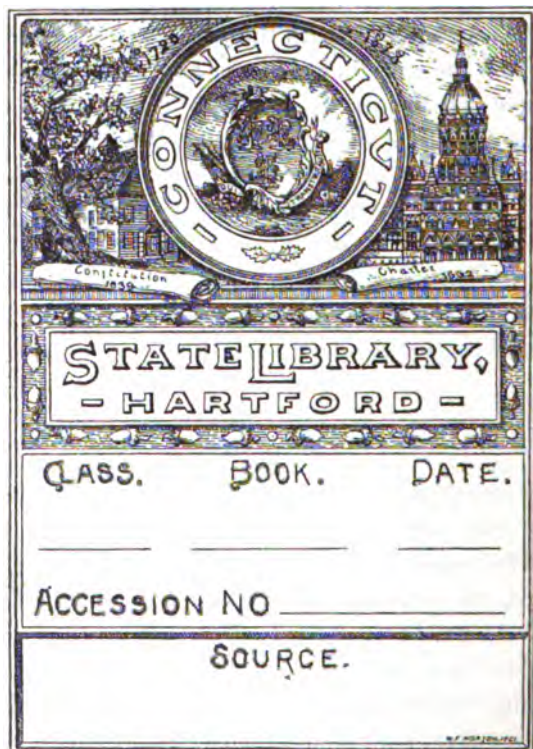
BINDINGS

While much attention and labor has been given to the bindings upon our books there is still need of a great deal more. The paper and sheep bindings are being replaced, as needed, by bindings in morocco, calf, or duck. Additional labels are being placed where needed, and all law reports, when in a regular series, have been supplied with a neat, plain volume number of special design. There yet remain, however, several hundred volumes which need binding at once. The fact that these volumes are now accessible and will be exposed to frequent handling requires prompt action for their preservation.

BOOK-PLATE

In the early days of the library each book was furnished with a book-plate which not only showed the ownership but also certain data concerning it. The supply of these labels

having long since been exhausted, the following book-plate designed by Mr. W. F. Hopson of New Haven will be inserted in each volume. In addition to the usual library data, this plate bears representations of the seal of the State, the Fundamental Orders of 1638-9, the Charter of 1662, the Charter Oak, the first State House erected in Hartford, and the present Capitol.



ARRANGEMENT

While the new stack was being placed in position we were able to do much needed work upon the books, and at the same time keep them fairly accessible to the public. This was accomplished by means of improvised tables and shelving in this and adjoining rooms. The dust which had

been gradually settling upon the books for some years was blown from the room by an electric fan, as each volume was cleaned before being placed upon the new shelving. In the placing of the books convenience of access has been emphasized as well as classification. Thus in the law section the reports are followed by the digest and volume of citations — if the state has one — then by the last revised statutes and succeeding session laws. The earlier revisions, compilations, and session laws are placed on the second tier. Only the present law of a state occupies the accessible shelving on the first floor.

Preferring not to overcrowd the new shelving, the United States documents are shelved in an adjoining room, while the public documents of the several states — prior to 1900 — have been arranged in an annex over the gallery of the representatives' hall. All are now accessible.

STATE PUBLICATIONS.

Realizing that the national, state, and municipal documents filled with historical, statistical, and scientific data are the original sources from which students of history, economics, and government must draw their information upon public questions, and that the public look to the State Library to furnish these publications, special attention is being given to them. Much of this material has in the past been overlooked and much that the library possessed was inaccessible. Not only has the librarian been arranging exchanges and compiling lists of "wants" along the lines from this and other states, but he has been securing duplicates of Connecticut documents along certain lines to send to other libraries, feeling that it is for the interest of Connecticut as well as the libraries receiving them to have their files complete as possible. Considerable assistance has been given the librarian by neighboring paper mills, and town clerks who are willing to exchange items which are useless to them for something needed. The library needs for its own files Supreme Court records and briefs before 1883 and town reports — selectmen,

treasurer, etc. — before 1887. The librarian will welcome and appreciate all assistance to secure these much needed pamphlets which appear from time to time.

Two years ago attention was called to the change made by the Comptroller in binding our Public Documents in volumes of convenient size, each volume with a label showing the reports contained therein and bearing the date covered by those reports. He has since provided that each printed report shall bear its own number, which number was determined by the chronological order of its appearance among the current printed reports of the State. Thus the report of the State Librarian, which was the thirteenth printed report to appear in our series, is numbered "Public Document No. 13."

The following is the list of the current department reports of the State of Connecticut and their several numbers as prescribed by the Comptroller:

Adjutant-General,	Public Document No.	6
Agriculture, Board of,	" "	18
Agricultural College,	" "	29
Agricultural Experiment Station, New Haven,	" "	24
Agricultural Experiment Station, Storrs,	" "	34
Attorney-General,	" "	40
Bank Commissioners,	" "	5
Blind, Education of,	" "	35
Boys, School for,	" "	11
Building and Loan Commissioner,	" "	37
Charities, Board of,	" "	28
Comptroller,	" "	1
County Commissioners,	" "	14
Criminal Business of Courts,	" "	27
Dairy Commissioner,	" "	32
Dental Commissioners,	" "	42
Domestic Animals, Commissioner on,	" "	38
Education, Board of,	" "	8
Expenditures, Estimate of,	" "	31
Factory Inspector,	" "	33
Fish and Game Commissioners,	" "	19
Girls, School for,	" "	21
Governor's Message,	" "	3
Health, Board of,	" "	25
Highway Commissioner,	" "	36
Imbeciles, School for,	" "	15
Indebtedness, Tax, etc.,	" "	22
Insane, Hospital for,	" "	20

Insurance Commissioner,	Public Document No. 17
Labor Bureau,	" " " 23
Library, State,	" " " 13
Manual and Roll,	" " " 16
Prison, Directors of,	" " " 4
Putnam Camp Ground,	" " " 43
Quartermaster-General,	" " " 7
Railroad Commissioners,	" " " 12
Record Commission,	" " " 41
Register and Manual,	" " Not numb'd
School Fund, Commissioner of,	" " No. 2
Sewerage Commission,	" " " 39
Shell-fish Commissioners,	" " " 30
Treasurer,	" " " 10
Vital Statistics (Bound. with Health),	" " " 9
Vote for State Officers,	" " " 26

EXCHANGES AND DEPOSITORIES

The exchange of official publications between the several states and the federal government, which in early times included only the laws, has in recent years generally included not only the laws and Supreme Court reports but also the separate or special reports made by State officers and boards. When a library has once been placed upon our list, special effort is made to keep the sets complete thereafter.

The following is a list of the libraries to which this library sends the publications of Connecticut. The number preceding each library not only designates the chronological order in which that library was placed upon the list, but also the number in our letter-file under which all correspondence concerning that library is placed. There are four classes of libraries: 1. Governmental, to which everything is sent. 2. Public, to which everything except the law reports is sent. 3. Bar and special law libraries, to which only the laws are sent. 4. Patriotic societies which receive only the historical publications.

Numbers 1-100 are reserved for the first class, 101-300 for the second class, 301-400 for the third class, and 401-600 for the fourth.

1. *Governmental*

1. Congressional Library, Washington, D. C.
2. State Library, Montgomery, Alabama.

3. State Library, Little Rock, Arkansas.
4. " " Sacramento, California.
5. " " Denver, Colorado.
6. " " Dover, Delaware.
7. " " Tallahassee, Florida.
8. " " Atlanta, Georgia.
9. " " Boise, Idaho.
10. " " Springfield, Illinois.
11. " " Indianapolis, Indiana.
12. " " Des Moines, Iowa.
13. " " Topeka, Kansas.
14. " " Frankfort, Kentucky.
15. " " New Orleans, Louisiana.
16. " " Augusta, Maine.
17. " " Annapolis, Maryland.
18. " " Boston, Massachusetts.
19. " " Lansing, Michigan.
20. " " St. Paul, Minnesota.
21. " " Jackson, Mississippi.
22. " " Jefferson, Missouri.
23. " " Helena, Montana.
24. " " Lincoln, Nebraska.
25. " " Carson City, Nevada.
26. " " Concord, New Hampshire.
27. " " Trenton, New Jersey.
28. " " Albany, New York.
29. " " Raleigh, North Carolina.
30. " " Bismarck, North Dakota.
31. " " Columbus, Ohio.
32. " " Salem, Oregon.
33. " " Harrisburg, Pennsylvania.
34. " " Providence, Rhode Island.
35. " " Columbia, South Carolina.
36. " " Pierre, South Dakota.
37. " " Nashville, Tennessee.
38. " " Austin, Texas.
39. " " Salt Lake City, Utah.
40. " " Montpelier, Vermont.
41. " " Richmond, Virginia.
42. " " Olympia, Washington.
43. " " Charleston, West Virginia.
44. " " Madison, Wisconsin.
45. " " Cheyenne, Wyoming.
46. Territorial Library, Sitka, Alaska.
47. " " Phoenix, Arizona.
48. " " Santa Fé, New Mexico.
49. " " Guthrie, Oklahoma.
50. State Library, Havana, Cuba.
- Supreme Court Library, Honolulu, Hawaii.
- State Library, Manilla, Philippines.

53. State Library, San Juan, Puerto Rico.
54. Parliamentary Library, Ottawa, Canada.
55. Provincial Library, Victoria, British Columbia.
56. Legislative Library, Winnipeg, Manitoba.
57. Provincial Library, Fredericton, New Brunswick.
58. Colonial Library, St. Johns, Newfoundland.
59. Legislative Library, Halifax, Nova Scotia.
60. Provincial Library, Regina, Northwest Territory.
61. Legislative Library, Toronto, Ontario.
62. " " Charlottetown, Prince Edward Island.
63. " " Quebec, Canada.
64. Parliamentary Library, Adelaide, Australia.
65. Public Library, Sydney, New South Wales.
66. National Museum, Rio de Janeiro, Brazil.
67. Congressional Library, Santiago, Chile.
68. British Museum, London, England.
69. Bodleian Library, Oxford, England.
70. Bibliotheque Nationale, Paris, France.
71. National Library, City of Mexico.
72. Imperial German Consulate General, New York City.

2. Public Libraries

101. Public Library, Ansonia, Conn.
102. " " Bloomfield, Conn.
103. " " Bridgeport, Conn.
104. Free Public Library, Bristol, Conn.
105. Saxton B. Little Free Library, Columbia, Conn.
106. Public Library, Durham, Conn.
107. " " East Hartland, Conn.
108. Granby Library, Granby, Conn.
109. Public Library, Hartford, Conn.
110. " " Hebron, Conn.
111. " " Meriden, Conn.
112. High School Library, Meriden, Conn.
113. East Haddam Public Library, Moodus, Conn.
114. Russell Free Library, Middletown, Conn.
115. Public Library, Middlebury, Conn.
116. Coe Memorial Library, Middlefield, Conn.
117. Norfolk Library, Norfolk, Conn.
118. Public Library, Norwalk, Conn.
119. State Normal School Library, New Britain, Conn.
120. Free Institute Library, New Britain, Conn.
121. Public Library, New Haven, Conn.
122. Douglass Library, North Canaan, Conn.
123. Frederick H. Cossitt Library, North Granby, Conn.
124. Pequot Library, Southport, Conn.
125. Public Library, Southington, Conn.
126. " " Simsbury, Conn.
127. " " South Manchester, Conn.
128. " " Stonington, Conn.

129. Acton Library, Saybrook, Conn.
130. Ferguson Library, Stamford, Conn.
131. Kent Memorial Library, Suffield, Conn.
132. Public Library, Torrington, Conn.
133. " " Thompsonville, Conn.
134. " " Wallingford, Conn.
135. Silas Bronson Library, Waterbury, Conn.
136. Public Library, Westerly, R. I.
137. Windham Free Library Association, Windham, Conn.
138. Beardsley Library, Winsted, Conn.
139. Public Library, Woodbury, Conn.
140. Bridgeport Scientific and Historical Society, Bridgeport, Conn.
141. Connecticut Historical Society, Hartford, Conn.
142. New Haven Colony Historical Society, New Haven, Conn.
143. New London County Historical Society, New London, Conn.
144. Connecticut Agricultural College Library, Storrs, Conn.
145. Trinity College Library, Hartford, Conn.
146. Wesleyan University Library, Middletown.
147. Yale University Library, New Haven, Conn.
148. Yale Law School Library, New Haven, Conn.
149. Columbia University Library, New York city.
150. Cornell Law Library, Ithaca, N. Y.
151. Harvard University Library, Cambridge, Mass.
152. Public Library, Boston, Mass.
153. " " Chicago, Ill.
154. " " New York city.
155. " " St. Louis, Mo.
156. Franklin Institute, Philadelphia, Pa.
157. Case Library, Cleveland, Ohio.
158. American Antiquarian Society, Worcester, Mass.
159. Massachusetts Historical Society, Boston, Mass.
160. New York Historical Society, New York city.
161. Public Library, Newington, Conn.
162. " " Willimantic, Conn.
163. " " New London, Conn.
164. " " Andover, Conn.
165. Free Public Library, Bethlehem, Conn.
166. Town Library Association, Brooklyn, Conn.
167. Public Library, Burlington, Conn.
168. " " Chatham, Conn.
169. " " Chester, Conn.
170. Town Library, Eastford, Conn.
171. Public Library, East Hartford, Conn.
172. Free Public Library, Glastonbury, Conn.
173. Public Library, Hampton, Conn.
174. Plumb Memorial Library, Huntington, Conn.
175. Jonathan Trumbull Library, Lebanon, Conn.
176. E. C. Scranton Library, Madison, Conn.
177. Taylor Library, Milford, Conn.
178. Public Library, Morris, Conn.

179. Circulating Library, New Canaan, Conn.
180. Free Library, New Fairfield, Conn.
181. Public Library, Plainville, Conn.
182. Free Public Library, Terryville, Conn.
183. Buck Library, Portland, Conn.
184. Free Public Library, Putnam, Conn.
185. Public Library, Seymour, Conn.
186. Free Public Library, Somers, Conn.
187. " " South Windsor, Conn.
188. Library Association, Stratford, Conn.
189. Public Library, Thomaston, Conn.
190. " " Tolland, Conn.
191. Free Public Library, Union, Conn.
192. Public Library, Rockville, Conn.
193. " " Westbrook, Conn.
194. Free Library, West Hartford, Conn.
195. Public Library, Windsor, Conn.
196. " " Kensington, Conn.
197. Blackstone Library, Branford, Conn.
198. Public Library, Cheshire, Conn.
199. Danbury Library, Danbury, Conn.
200. Village Library, Farmington, Conn.
201. Reading Room and Library Association, Greenwich, Conn.
202. Coit Library, Griswold, Conn.
203. Slater Library, Jewett City, Conn.
204. Bill Memorial Library, Groton, Conn.
205. Free Library, Guilford, Conn.
206. Bill Library, Ledyard, Conn.
207. Gilbert Library, Northfield, Conn.
208. Whittemore Memorial Library, Naugatuck, Conn.
209. Public Library, New Milford, Conn.
210. Bradley Memorial Library, North Haven, Conn.
211. Public Library, Wethersfield, Conn.
212. Plainfield Library, Plainfield, Conn.
213. Public Library, Preston, Conn.
214. " " Stafford, Conn.
215. Library Association, Washington, Conn.
216. " " Watertown, Conn.
217. Scoville Library, Salisbury, Conn.
218. Public Library, Manchester, Conn.
219. Middlesex County Historical Society, Middletown, Conn.
220. Public Library, South Norwalk.
221. Otis Library, Norwich, Conn.
222. Hale Donation Library, South Coventry, Conn.
223. Bowdoin College Library, Brunswick, Me.
224. Maine Historical Society, Portland, Me.
225. University of Maine, Orono, Me.
226. Michigan University Law Library, Ann Arbor, Mich.
227. New England Historic Genealogical Society, Boston, Mass.

3. *Law Libraries*

301. Clerk Superior Court, Bridgeport, Conn.
302. Clerk Court of Common Pleas, Bridgeport, Conn.
303. Fairfield County Bar Library, Bridgeport, Conn.
304. Clerk Superior Court, Danbury, Conn.
305. Fairfield County Bar Library, Danbury, Conn.
306. Clerk Court of Common Pleas, Hartford, Conn.
307. Hartford County Bar Library, Hartford, Conn.
308. Clerk Superior Court, Litchfield, Conn.
309. Litchfield County Bar Library, Litchfield, Conn.
310. Clerk Superior Court, Middletown, Conn.
311. Middlesex County Bar Library, Middletown, Conn.
312. New Haven County Bar Library, New Haven, Conn.
313. Clerk Superior Court, New Haven, Conn.
314. Clerk Court of Common Pleas, New Haven, Conn.
315. Litchfield County Bar Library, New Milford, Conn.
316. Clerk Court of Common Pleas, Norwich, Conn.
317. Clerk Superior Court, Norwich, Conn.
318. New London County Bar Library, Norwich, Conn.
319. Windham County Bar Library, Putnam, Conn.
320. Clerk Superior Court, Putnam, Conn.
321. Clerk Superior Court, Rockville, Conn.
322. Tolland County Bar Library, Rockville, Conn.
323. Clerk District Court, Waterbury, Conn.
324. Clerk Superior Court, Waterbury, Conn.
325. Clerk Court of Common Pleas, Winsted, Conn.
326. Litchfield County Bar Library, Winsted, Conn.
327. The President, Washington, D. C.
328. Department of Agriculture, Washington, D. C.
329. Interior Department, Washington, D. C.
330. Department of Justice, Washington, D. C.
331. Navy Department, Washington, D. C.
332. Post-office Department, Washington, D. C.
333. State Department, Washington, D. C.
334. Treasury Department, Washington, D. C.
335. War Department, Washington, D. C.
336. Harvard Law Library, Cambridge, Mass.
337. Clerk Superior Court, Hartford, Conn.
338. New Haven County Bar Library, Waterbury, Conn.
339. Windham County Bar Library, Willimantic, Conn.
340. John Crerar Library, Chicago, Ill.
341. Association of the Bar of the City of New York, New York city.

4. *Patriotic Societies*

Chapters of the D. A. R.

401. Wadsworth Chapter, Middletown, Conn.
402. Lucretia Shaw Chapter, New London, Conn.
403. Ruth Wyllys Chapter, Hartford, Conn.
404. Norwalk Chapter, Rowayton, Conn.

405. Melicent Porter Chapter, Waterbury, Conn.
406. Ruth Hart Chapter, Meriden, Conn.
407. Mary Wooster Chapter, Danbury, Conn.
408. Mary Clap Wooster Chapter, New Haven, Conn.
409. Roger Sherman Chapter, New Milford, Conn.
410. Fanny Ledyard Chapter, Mystic, Conn.
411. Anna Warner Bailey Chapter, Groton, Conn.
412. Sarah Riggs Humphreys Chapter, Derby, Conn.
413. Abigail Phelps Chapter, Simsbury, Conn.
414. Faith Trumbull Chapter, Norwich, Conn.
415. Dorothy Ripley Chapter, Southport, Conn.
416. Mary Silliman Chapter, Bridgeport, Conn.
417. Eunice Dennie Burr Chapter, Fairfield, Conn.
418. Katherine Gaylord Chapter, Bristol, Conn.
419. Sarah Ludlow Chapter, Seymour, Conn.
420. Elizabeth Clarke Hull Chapter, Ansonia, Conn.
421. Hannah Benedict Carter Chapter, New Canaan, Conn.
422. Anna Wood Elderkin Chapter, Willimantic, Conn.
423. Esther Stanley Chapter, New Britain, Conn.
424. Stamford Chapter, Stamford, Conn.
425. Abigail Wolcott Ellsworth Chapter, Windsor, Conn.
426. Emma Hart Willard Chapter, Berlin, Conn.
427. Orford Parish Chapter, Talcottville, Conn.
428. Deborah Avery Putnam Chapter, Plainfield, Conn.
429. Sabra Trumbull Chapter, Rockville, Conn.
430. Susan Carrington Clarke Chapter, Meriden, Conn.
431. Torrington Chapter, Torrington, Conn.
432. Freeloze Baldwin Stow Chapter, New Milford, Conn.
433. Sibyl Dwight Kent Chapter, Suffield, Conn.
434. Elizabeth Porter Putnam Chapter, Putnam, Conn.
435. Anne Brewster Fanning Chapter, Jewett City.
436. Hannah Woodruff Chapter, Southington, Conn.
437. Abi Hummaston Chapter, Thomaston, Conn.
438. Green Woods Chapter, Winsted, Conn.
439. Putnam Hill Chapter, Greenwich, Conn.
440. Judea Chapter, Washington, Conn.
441. Martha Pitkin Wolcott Chapter, East Hartford, Conn.
442. Mary Floyd Tallmadge Chapter, Litchfield, Conn.
443. Sarah Williams Danielson Chapter, Killingly, Conn.
444. Nathan Hale Memorial Chapter, East Haddam, Conn.
445. Connecticut Society S. A. R. Registrar, New Haven, Conn.
446. C. Howard Clark, Register-General, Smithsonian Institution,
Washington, D. C.

CONSTITUTIONAL CONVENTION, 1902

The small amount of material to be found in this library relating to the Constitutional Convention of 1818 emphasized the necessity of securing such items in their day.

Accordingly special attention was given to collecting papers and pamphlets issued in connection with the convention of 1902.

The official report of the debates and speeches which were delivered during the five months the convention was in session makes nine good-sized volumes of typewritten matter. The other copy provided for by the convention is in the custody of the Secretary of State.

NEWSPAPERS

Through the courtesy of the publishers the library has been receiving the following newspapers. Those marked with a star were received during 1901-1902:

Bridgeport, Conn., . . .	Bridgeport Herald.
" " . . .	Bridgeport Standard.
" " . . .	Connecticut Workman.*
Darien, Conn., . . .	Darien Review.
Derby, Conn., . . .	Daily News.*
" " . . .	Derby News.*
East Hartford, Conn., . .	East Hartford Weekly Gazette.*
Hartford, Conn., . . .	Connecticut Farmer.
" " . . .	Farmington Valley Herald and Journal.*
" " . . .	Hartford Post.
" " . . .	Hartford Times.
" " . . .	Insurance Journal.
Naugatuck, Conn., . . .	Daily News.*
Norwich, Conn., . . .	Norwich Bulletin.
" " . . .	Norwich Courier.
Seymour, Conn., . . .	Seymour Record.*
Shelton, Conn., . . .	Shelton and Fairfield County Times.*
South Manchester, Conn., .	South Manchester News.
Stamford, Conn., . . .	Stamford Telegram.*
Thompsonville, Conn., . .	Thompsonville Press.
Torrington, Conn., . . .	Torrington Evening Register.
Waterbury, Conn., . . .	Waterbury Herald.
Westport, Conn., . . .	Westporter Herald.*
Willimantic, Conn., . . .	The Chronicle.*
Winsted, Conn., . . .	Litchfield County Leader.
" " . . .	Winsted Evening Citizen.
" " . . .	Winsted Herald.

PURCHASE OF BOOKS

The annual appropriation of \$1,000 for the purchase of books, which may have been adequate when first granted, will do little more than keep up with the current issues of reports, digests, statutes, and leading text-books. The class of books purchased by the State Library, as stated in my former report, is not the kind that can be purchased for a dollar and therefore can be found in the average private library, but rather that class of books which because of their cost or bulk cannot be expected to be found in private or the smaller libraries. The appropriation for books ought to be at least \$2,000 annually.

By restoring to the library some four thousand dollars which had been covered back into the treasury from 1889 to 1897, the General Assembly of 1901 enabled us to complete several sets of reports, and make other needed additions to the law section, which had been stifled by the crowded condition of our shelving. How much has been accomplished will appear by perusing the list of books appended to this report.

The library has been further strengthened the past year by the addition of a complete set of the *Commercial and Financial Chronicle*, substantially bound, and a partial set of White and Kemble's *Atlas and Digest of Railroad Mortgages*, which the Bank Commissioners have deposited with us. By working thus in connection with the several departments of state and its various commissions, it is expected that the library will be of greater service to all.

The same conditions which smothered the law section also smothered other sections. The recent works upon Constitutional Law and History, with their up-to-date bibliographies along these lines, show how deficient is our library in standard works published since 1890 but how complete in the earlier. The same might also be said concerning our local history and state town documents prior to 1887. These two sections ought to receive immediate attention.

CATALOGUE

That each volume may be made to do its full service, and with as little delay as possible, a standard card catalogue of the library is being prepared. This work, which is necessarily slow, is being facilitated by the use of such printed catalogue cards as may be secured either by donation or purchase. Much assistance has been received from the American Library Association, and the Congressional Library and Department of Agriculture at Washington.

VITAL STATISTICS

Beginning with July 1, 1897, the State Board of Health required the return of all births, marriages, and deaths to be made and certified by the several town clerks upon special cards of uniform size. These cards, arranged alphabetically by towns in special cases, were placed in the custody of the State Librarian, in a room upon the fourth floor of the Capitol. For the convenience of all, arrangements have been made to so place the cases that these records may be consulted in the library.

EXPENDITURES

The following is a statement of the expenditures in this department for the two fiscal years:

Salaries:

Charles J. Hoadly, State Librarian,	\$100.00
Geo. S. Godard, "	3,577.77
Charles R. Green, Librarian's Assistant (since January, 1901),	1,122.49
Anne L. Maltbie, Cataloguer (since October, 1901),	636.11
	\$5,436.37
Purchase of Books,	5,949.49
Incidentals,	2,175.45
Art Metal Construction Company (on account),	9,500.00
York Safe and Lock Company,	1,870.00

Furniture:

Mellish and Byfield Company,	.	.	.	557.00
Robbins Bros.,	.	.	.	38.00
Nathan Margolis,	.	.	.	118.00
C. C. Fuller & Co.,	.	.	.	52.25

Governors' Portraits:

Ellen Earle Flagg,	.	.	.	190.50
Ripley Art Company,	.	.	.	105.25

\$25,992.51

USE

That the library is being more and more appreciated is evidenced by the constant increase in the number of those who come to consult it. These are no longer confined to those who live in the immediate vicinity of Hartford, but to those also from the more remote towns and neighboring States.

Surprise is frequently expressed at the amount of material now made accessible which has heretofore been unavailable and therefore unknown. The increasing use of the library, both by letter and person, has greatly increased the work in this department. The cleaning and rearranging the books required extra help, as will also the preparing for use the thousands of volumes heretofore in heaps.

CONCLUSION

I cannot close my report without expressing my thanks to the State Library Committee, the Board of Control, and Comptroller Chamberlain each for their kindly support and encouragement which has made our new equipment possible, to Judge Samuel O. Prentice, Superintendents Stevenson and Wilson, and Colonel Schultz, whose personal interest has been of constant assistance, and to the public, whose good nature during these months of upheaval has done much to lighten and brighten our labors.

APPENDIX I

LIST OF LAW REPORTS, DIGESTS, AND STATUTES

For the convenience of those interested, the following list of American, English, Irish, Scotch, Canadian, and Australian reports in the Library, together with our latest digests, statutes, and subsequent session laws in each group, is here appended. This list shows the resources of the Connecticut State Library upon the current law of the several states, provinces, and countries above mentioned. It includes all books of this department received prior to October 1, 1903. In some later publication a list of the earlier statutes and session laws of the above groups possessed by the Library will be given. Current sets are marked +. Sets marked with a † have been added since October 1, 1900.

The following divisions and subsections have been observed in compiling the list:

DIVISION I. AMERICAN

PART I. FEDERAL COURTS . . .	Page 33
PART II. STATE COURTS . . .	" 35
PART III. COLLECTED CASES . . .	" 44

DIVISION II. BRITISH

PART I. ENGLISH	Page 45
PART II. IRISH	" 53
PART III. SCOTCH	" 55
PART IV. CANADIAN	" 56
PART V. AUSTRALIAN	" 58

DIVISION I. AMERICAN

PART I. FEDERAL COURTS

U. S. Supreme Court.	1790-1903	2d — Paine, 2 v.	1810-40
Dallas, 4 v. (U. S. 1-4)	1790-1800	Blatchford, 24 v.	1845-87
Cranch, 9 v. (U. S. 5-13)	1800-15	3d — (Dallas, 4 v., see U. S. S. C.)	
Wheaton, 12 v. (U. S. 14-25)	1816-27	Wallace, 1 v.	1801
Peters, 16 v. (U. S. 26-41)	1828-42	Peters, 1 v.	1803-27
Howard, 24 v. (U. S. 42-65)	1843-60	Washington, 4 v.	1803-18
Black, 2 v. (U. S. 66-67)	1861-63	Baldwin, 1 v.	1828-33
Wallace, 23 v. (U. S. 68-90)	1863-75	Wallace, Jr., 3 v.	1842-62
Otto, 17 v. (U. S. v. 91-107)	1875-82	4th — Brockenbrough, 2 v.	1802-33
U. S. S. C., v. 108-189†	1882-1903	Taney, 1 v.	1836-61
Abridged Editions — †Curtis, 22 v.		Chase, 1 v.	1865-69
	1790-1854	Hughes, 5 v.	1792-1883
Miscellaneous — †Supreme Court		5th — Woods, 4 v.	1870-83
Reporter (advance parts only)		6th — Bond, 2 v.	1855-71
	1883-1903	Flippin, 2 v.	1859-80
Transcript Reports, 5 v.	1880-82	7th — McLean, 6 v.	1829-54
Digest — †Rose, 3 v.	1903	Bissell, 11 v.	1851-83
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APPENDIX II

AUTHOR AND SUBJECT INDEX.

The following is an abridged catalogue of the several dictionaries, encyclopædias, legal treatises, and legal periodicals accessible in the Connecticut State Library October 1, 1903. Effort has been made to have each book appear under the name of its author and in connection with its principal subject. Both authors and subjects are arranged alphabetically in one alphabet. The work of cataloguing our government publications has not progressed far enough to warrant an attempt to include in this index various publications from that source.

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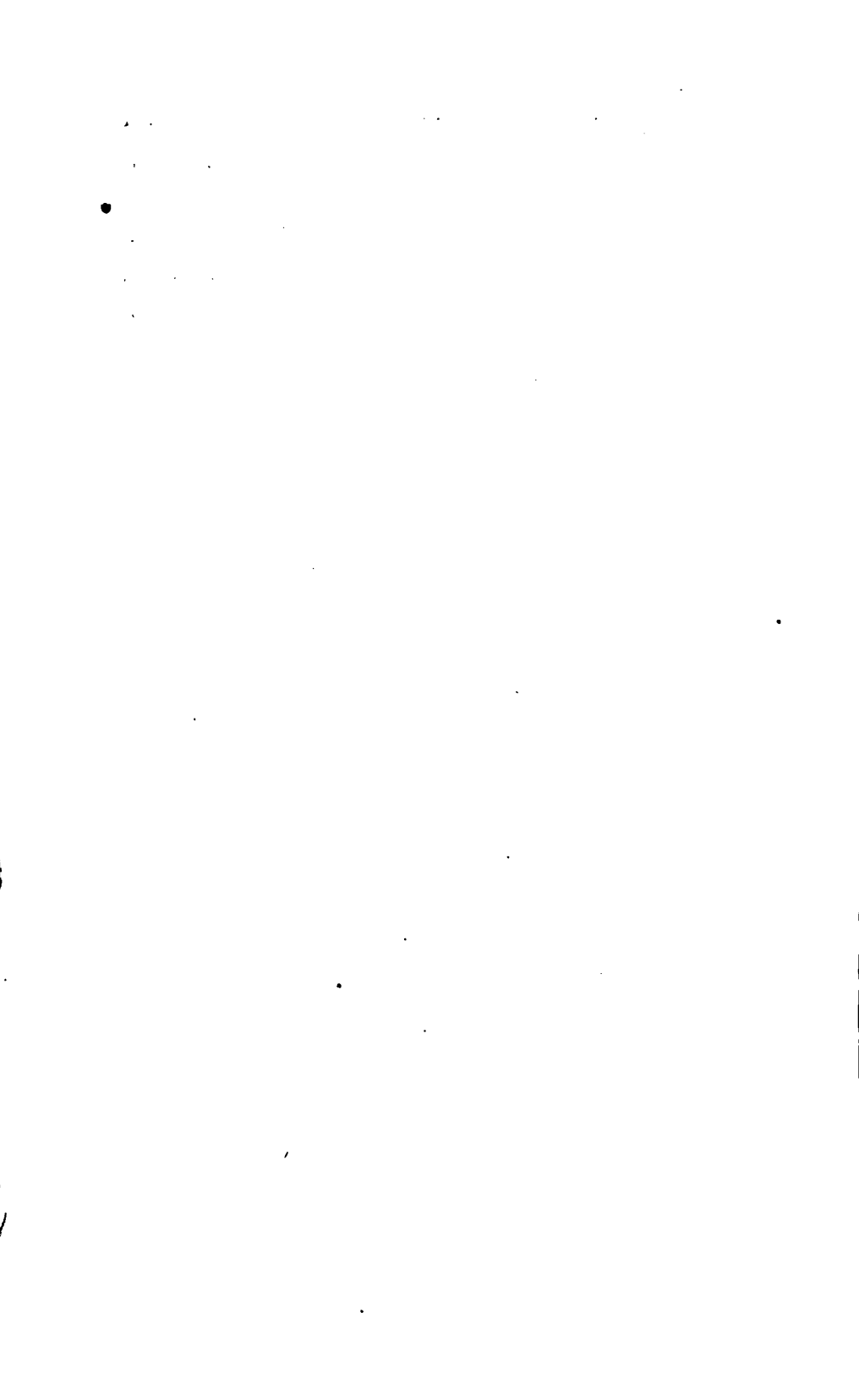
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State of Connecticut
PUBLIC DOCUMENT' No. 41

REPORT

OF THE

Commission of Public Records

1902

PRINTED BY ORDER OF THE LEGISLATURE

NEW HAVEN:
THE TUTTLE, MOREHOUSE & TAYLOR CO.

1902



State of Connecticut.

To his Excellency, GEORGE P. McLEAN, Governor of the State of Connecticut:

The Commission of Public Records begs leave respectfully to report:

Under the original act passed by the General Assembly in 1899, providing for a Commission of Public Records, it was provided that the Commission should inquire into and report to the General Assembly of 1901 concerning the condition of the Public Records of the State and recommend the best methods of preserving the same from loss or injury. After considerable preliminary inquiry, as above provided, the Commission reported to the General Assembly of 1901, and made certain recommendations. During the session of the General Assembly of 1901, two bills embodying portions of the recommendations of the Commission were offered in the General Assembly, but failed to become laws. No other action on the report of the Record Commission was taken, save the passage of the following joint resolution, approved June 17, 1901:

CONTINUING THE COMMISSION OF PUBLIC RECORDS.

Resolved by this Assembly:

SECTION 1. That the provisions of the resolution approved June 13, 1899, creating a Commission of Public Records, be and the same are continued in force until July 1, 1903.

SECTION 2. The expenses of said Commission incurred in carrying out the provisions of this resolution shall be paid upon bills duly audited by the Comptroller, *provided*, the total amount so paid shall not exceed three hundred dollars.

It will be seen by the above resolution, that the Commission was continued in force and charged with exactly the same duties which it had already attempted to perform. As the preliminary inquiry made by the Commission was in its opinion sufficiently thorough to demonstrate the need of systematic effort and continued action on the part of the State to preserve its records, the Commissioners were in doubt as to what further was expected of them. However, they have continued their investigations but see no reason to modify materially their former recommendations. It was apparent to them from the number of communications received upon the subject and from the number of persons who without solicitation attended the hearing on their report before the Judiciary Committee, that there was a general interest in the question of the preservation of Public Records, and this was further strengthened by newspaper comment throughout the State on the report of the Commission. Such of these latter opinions as have come to the notice of the Commission are herewith printed in Appendix A.

Feeling as it does, that further preliminary inquiry is quite useless, the Commission have decided to renew their principal recommendation, namely, for the appointment of a permanent Record Commission, and they herewith submit in Appendix B a form of bill, which is respectfully referred to the consideration of the General Assembly.

It will be noted that one of the first and principal duties of the proposed Commission is "to compile and print an accurate list of the extant Public Records in the State." The Commission believe this to be a necessity, and for the purpose of showing its utility give herewith in Appendix C a sample of what is proposed.

All of which is respectfully submitted,

SAMUEL HART,
ALBERT C. BATES,
DWIGHT E. BOWERS.

APPENDIX A.

RECORDS IN DANGER.

[*Hartford Times.*]

The report of the commission on public records tells only what was already known in a general way, but it gives particulars and places the stamp of official declaration on what was largely mere matter of personal authority. It makes it perfectly plain that valuable public records are lost or exposed to destruction by fire or to theft at the hands of any one who feels an interest in making away with them or using them in any way.

It is pointed out by the commission that many valuable records are now required to be kept in towns where there is no safe and proper place of deposit for them. The commission recommends the appointment of a record commission who shall complete and publish a list of public records and enforce the laws regarding them, and further advises a committee to inquire into the feasibility of providing an archives department in the Capitol in which ancient records may or shall be deposited, and into some mode of relieving small towns from a responsibility for records which is out of proportion to their interest or their pecuniary ability.

That no more records have been hopelessly lost is far more astonishing than that some have disappeared. It is high time for some general plan, suited to modern conditions. Usually the larger places have done something for themselves, but direct action by the State seems needed to effect all that is desired and desirable.

THE RECORD COMMISSION'S WORK.

[*New London Day.*]

Rather than having revealed anything new, the Commission of Public Records appointed by Governor Lounsbury has recalled needed attention to certain bad faults in Connecticut's system of keeping local records. The flat fact that there exists in the average Connecticut town an utter lack of appreciation of the value and importance of town records

is again brought to the attention of the State, and will be continued to the notice of the incoming legislature. It is difficult to see how any reasonable person can quarrel with any of the recommendations of the commission. The result should be the prompt passage of laws in accordance with them.

As the commission's report shows, the magnitude of the work prevented its completion at this time. Such recommendations as it has made are only a part of the changes seemingly required in the town clerk and probate court system of Connecticut. The recommendation that town clerks be paid a salary is an excellent one, and would ensure a much better keeping of records than at present.

A GOOD REPORT.

[*Bridgeport Standard.*]

The report of the committee to investigate town and probate records in the State contains much that is of value and reveals conditions in many sections that should be improved upon. It may be difficult for the legislature to frame a law that will cover all the cases, because, as the committee shows, the conditions are vastly different in different places. Where the town clerks have no salaries but depend entirely upon fees for what they get, it is hardly to be expected that they should provide very expensive accommodations for records, no matter how old and valuable they may be. The suggestion of the committee that a certain per cent. of the grand list be made the salary of the town clerk in such a case, is a good one, provided that in addition some sort of a safe receptacle for valuable old records be required of the town. It would not cost much to build a fire-proof structure in every town large enough for all town records and also for probate records wherever the probate office is located. It would pay any town to do this if by so doing it should save itself the destruction of its records, which is now possible. Moreover the manner in which records are kept is also a matter of much moment, as the committee shows, and the losses by careless handling, the mutilation of books and the gradual wear and tear of examinations, should be guarded against to as great an extent as is possible. It is not within the power of man to prevent a certain amount of decay, but what can be prevented should be and the life of precious and important documents be prolonged. Then there should be provi-

sion for the copying and official certification of old documents before they become illegible or too worn for use, and the life and value of them should be thus renewed. What will become of official documents made now, in the next century, is a serious question. The cheap methods of paper-making have resulted in perishable paper of every class, and books, pictures, documents of all kinds, save in some rare and exceptional instances, are made upon paper that has no guarantee of life for any considerable period. The suggestion of the committee as to ink, etc., is very good, and indeed, their work appears to have been done carefully and well.

PUBLIC RECORDS.

[*New Haven Evening Leader.*]

Public records, if well and accurately kept, are of great value. It has been for a long time known that in many towns probate, town, and church records have not been complete and well cared for.

Last year Governor Lounsbury appointed Samuel Hart, A. C. Bates and Dwight E. Bowers of this city a committee to investigate this subject and submit a report.

The commission is able and has done its work well. The substance of its report is printed in to-day's *Leader*.

Information was obtained from 160 of the 168 towns in the State. Those which failed to respond to inquiries were Bethlehem, Bolton, Brookfield, Columbia, Pomfret, Tolland, Willington and Windsor.

The commission recommends that provision be made by public act for the appointment of a permanent record commissioner, whose duty it shall be to compile and publish all extant public records in the State.

This recommendation is for the creation of a new office and may meet with opposition, but the commission gives reasons for belief that the interests of the State demand the action advised.

PUBLIC RECORDS.

[*Ansonia Sentinel.*]

The report of the commission appointed by Governor Lounsbury under legislative sanction to inquire into the methods of keeping town and probate records, is a very interesting document, and shows that Ansonia is not alone in

disregarding the laws of the State, nor is she the worst offender. Probably there isn't a town clerk or a probate judge in the State who does not understand and realize the value of the records of town and probate court, but custom has grown into carelessness, and the neglect of towns, either from penuriousness or don't-care-a-continentalness, in furnishing fire-proof safes for the records has extended. The commission makes some excellent recommendations, particularly that compelling the observance of existing statutes, and that looking to the feasibility of an archive department at the state capitol. We are not so strongly in favor of another commissioner or commission. The State has too many commissions now, and it is better to reduce the number rather than add to it. But if a commission is necessary to enforce obedience to the law, let us have it. Public records are of such character that their destruction may entail great loss and the towns and courts cannot be too careful with them.

In this connection it may be permissible to refer to the recent work of the committee of the Sarah Riggs Humphreys Chapter, of Derby, which has copied the records of that town, which were fast going to pieces, and is having them reprinted for the benefit of future generations. If the D. A. R. chapters in other towns would take up this valuable work, it might be of assistance to those towns whose officials are too lazy or too indifferent to care for the old volumes, but the establishment of a department of archives in Hartford would render even this work unnecessary. At any rate the report of the committee has given the legislators something to think of, and for that reason, and in the hope that it will lead to some permanent results, we are glad it has been made public.

APPENDIX B.

AN ACT TO PROVIDE FOR THE APPOINTMENT OF A COMMISSION OF PUBLIC RECORDS.

SECTION 1. There shall be appointed by the Governor a Commission of Public Records, consisting of three members whose terms of office shall be for two, four and six years respectively from the dates of their commissions, provided, however, that on the expiration of the terms of office of the appointees for two and four years, thereafter their successors shall be appointed for the full term of six years. If a vacancy occurs before the expiration of the term of any of the commissioners, an appointment shall be made for the remainder of the unexpired term. The Commission shall be provided with a suitable office, by the Comptroller, either in the capitol or elsewhere.

SECTION 2. The Commission may appoint a clerk whose salary shall be dollars per annum. The necessary traveling and office expenses of the Commission shall also be paid upon bills duly audited by the Comptroller.

SECTION 3. It shall be the duty of said Commission to take such action as may be necessary to put the public records of the counties, cities, towns, churches, parishes or religious societies of the State in the custody and condition contemplated by the various laws relating to such records, and to secure their preservation. It shall also, as speedily as possible, compile and print an accurate list of all the extant public records in the State.

SECTION 4. The Commission shall make a report in writing biennially of the results of its labors, with such recommendations and suggestions as may seem important for the safety and benefit of said records.

SECTION 5. This act shall take effect upon its passage.

APPENDIX C.

TOWN OF GUILFORD.

	Number of volumes.	In keeping of	Years covered.	Indexed.	Remarks.
Town votes.....	6	Town clerk	1645-1900	No	Book "A" contains town and court orders, 1645-1665. Town meeting records begin 1664. Book "A" copied by present town clerk. Copy of book "B," by Ralph D. Smith, is in the State Library.
Births, Marriages and Deaths..	3	Town clerk	1640-1900	Last vol.	Books "A" and "B" Town Votes also contain vital records.
Land.....	58	Town clerk	1645-1900	General index in preparation, 10 vols. completed	There are also four volumes of "Terriers."
Proprietors.....	2	Town clerk	1726-1826	No	Records from 1782 to 1799 are missing. The Conn. Hist. Soc. has about 100 pages relating to the Hammonasset Quarter.
Assessors					A second hand dealer in New Haven is offering some Guilford tax lists for sale.
Selectmen	6	Town clerk			Four day books and two ledgers. No records of meetings.
School Societies.. ..	6	Town clerk	1793-1855	No	Two vols. each of the 1st and 2d Societies' meetings, one vol. each of accounts.



Plate I. MONUMENT ERECTED BY FIRST COMMISSION IN 1887.

REPORT
OF THE
COMMISSIONERS
OF THE
ISRAEL PUTNAM MEMORIAL CAMP GROUND
TO
HIS EXCELLENCY THE GOVERNOR,
JANUARY 15, 1903,
FOR THE
FIFTEEN MONTHS ENDING SEPTEMBER 30, 1902.



Plate 2.

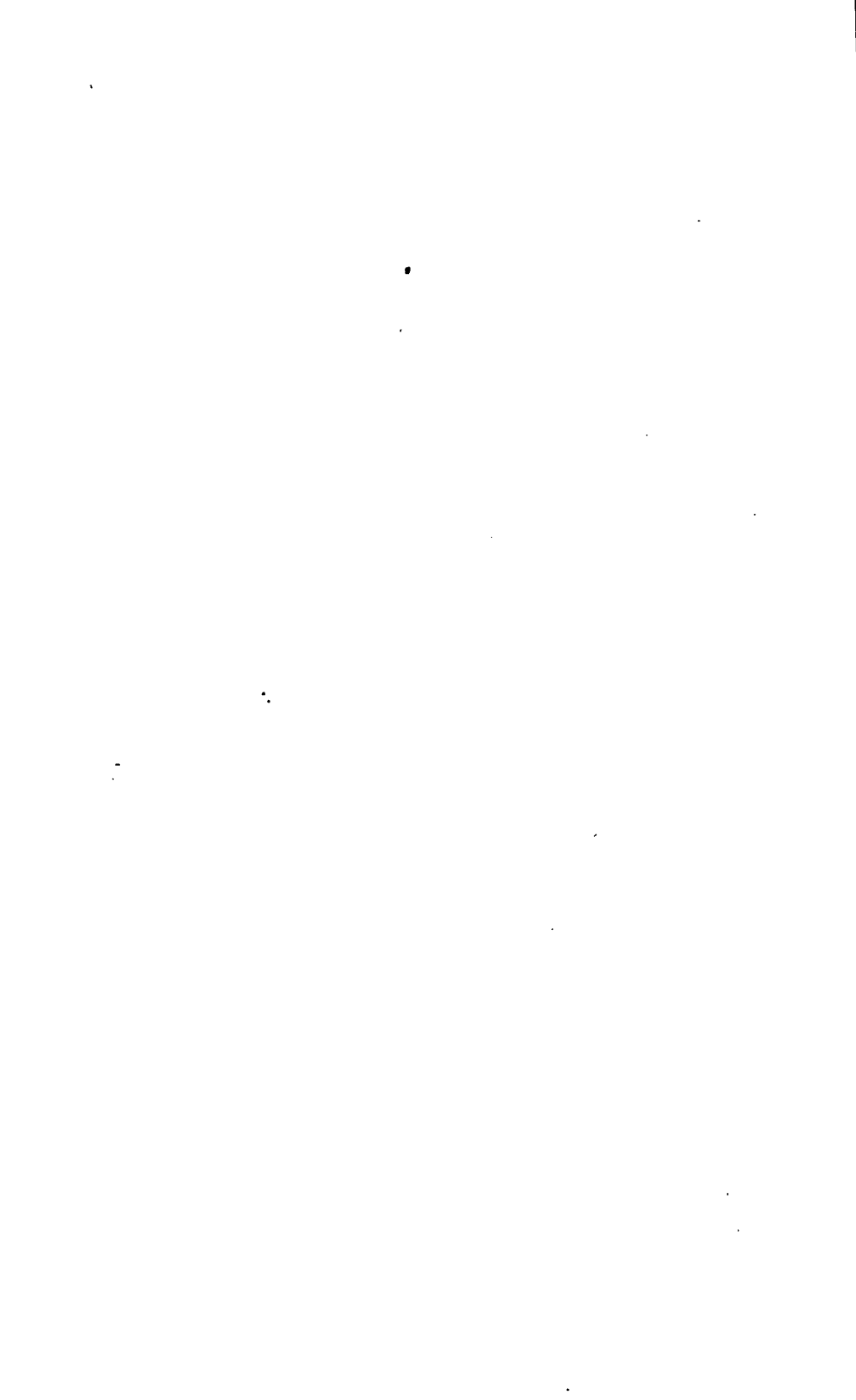
"FIRE BACKS," SOUTH END.

COMMISSIONERS.

LYMAN D. BREWSTER, Danbury, Term expires June 30, 1903.		
CHARLES H. FREUDENTHAL, Bethel,	"	"
G. A. PARKER, Hartford,	"	"
GRANVILLE A. DURANT, Bethel,	"	"
JOHN H. JENNINGS, Westport,	"	"
EDWARD A. HOUSMAN, Danbury,	"	"
WILLIAM H. HILL, Redding,	"	"

OFFICERS.

JOHN H. JENNINGS,	.	.	.	<i>President.</i>
LYMAN D. BREWSTER,	.	.	.	<i>Vice President.</i>
GRANVILLE A. DURANT,	.	.	.	<i>Secretary and Treasurer.</i>
CHARLES H. FREUDENTHAL,	.	.	.	<i>Auditor.</i>
WILLIAM H. HILL,	.	.	.	<i>Superintendent.</i>
EDWARD A. HOUSMAN,	.	.	.	<i>Assistant Superintendent.</i>
THOMAS DELANY,	.	.	.	<i>Park Keeper.</i>



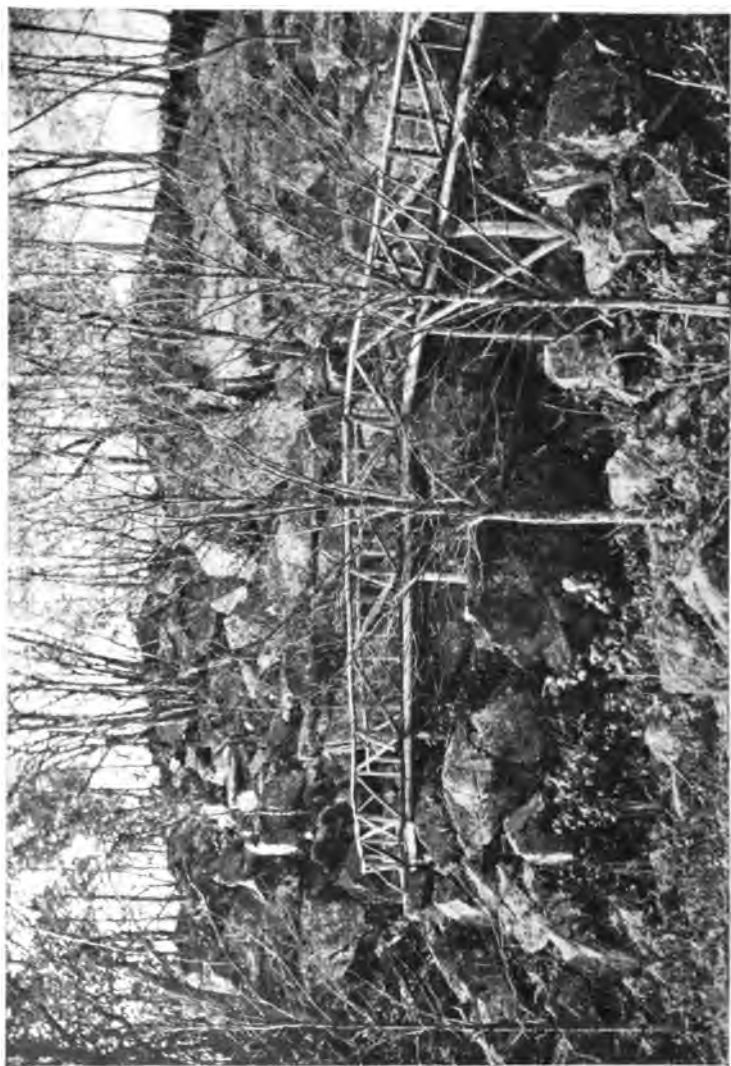


Plate 3.

ENTRANCE TO KING PHILIP'S CAVE.

REPORT OF THE COMMISSIONERS
OF THE
Israel Putnam Memorial Camp Ground.

To His Excellency, ABIRAM CHAMBERLAIN, Governor of Connecticut :

We have the honor to submit to you the report of the Commissioners of the Israel Putnam Camp Ground, which includes a statement of our doings during our term of office with moneys received and expended; also a statement of the conditions of the Camp Ground at the present time and its needs.

We have collected into an appendix such matters relating to the Camp Ground not before published, which includes the legislative action; the different committees and commissioners with their reports; the amounts appropriated from the beginning of the work to the present time and the purposes for which they were expended; also we have included the only report printed by the Commission (1893) not only because the report itself is very scarce but the matters stated therein are needed in the discussion regarding the future of the Camp Grounds, besides it brings together into one report the records from the inception of the work to date. There have also been added eighteen illustrations from photographs.

For a history of the Grounds, the following is taken, by permission, from Charles Burr Todd's interesting book: "Ye Israel Putnam Winter Quarters."

"The autumn of 1778 was one of the darkest hours of the Revolution. The army had accomplished almost nothing that summer. It had failed to hold the Jerseys, the Hudson. The enemy entrenched in New York was bold and aggressive, particularly so along the coast of Connecticut, toward which

sturdy little state as the hot bed of rebellion he owed a special grudge. The Continental army was unpaid, ill fed, half clad, but must be held together during the long, dreary winter approaching, that it might be in condition to take the field again when spring opened. The site for the winter cantonment became an important question, and was long and anxiously debated. Many of the general officers were for staying where they were in the Highlands. Putnam pronounced in favor of some central location in Western Connecticut where they could protect both the Sound and the Hudson, and especially Danbury, which was a supply station, and which had been taken and burnt by the enemy the year previous. General Heath's brigade had been on guard in Danbury during this summer of 1778, and while visiting him Putnam had no doubt discovered the three sheltered valleys formed by the Saugatuck and its tributaries which lie along the border line of what was then Danbury (now Bethel) and Redding. These valleys open to the south, are warm, sunny, well watered, about equidistant—seventeen miles—from Stratford on the east and Norwalk on the south, were well wooded in that day and so defended by dominating hills and crags, that a handful could hold them against an army. They were but three days march from the Highlands.

"It was decided to quarter the Army in Redding. Putnam and a corps of 'artificers' preceding the main body by some weeks, laid out three camps in the valleys mentioned, and had the log huts which were to shelter the soldiers well advanced ere the main body arrived.

"The form of the three camps was identical, all being laid out on a meridian line, with two, and in places, four rows of barracks placed parallel to each other. These barracks, like those at Valley Forge, were built of logs, notched at the corners, and chinked with mortar with a capacious stone chimney at one gable end. They were twelve feet wide by sixteen feet long and accommodated twelve privates or eight officers, within were three or four bunks filled with straw, affixed to the sides, and the housekeeping equipment which the regulations of the State, and of Congress allowed the soldier. It appears by the 'order book' of Lieut. Samuel Richards, paymaster in Col. Wylly's Connecticut regiment, that the army began its march from Fredericksburg, in the Highlands, October 23, 1778.

"By November 14th, as remarked, the troops were all safely ensconced in winter quarters. A few days after, with a terrific northeast snowstorm, winter set in—one of the longest and severest ever known in this region. The mercury sank to its lowest level, and the snow was so deep that all surface landmarks were obliterated, and people traveled in their sledges at will without regard to highways or fences. The poor soldiers, half clad, illy supplied with blankets, camp equipage, food and medicine, and housed in rude log huts, suffered terribly. Tales of the destitution of those times are still current in the town, having been handed down from father to son.

"The pet grievance of the Connecticut troops, however, was the failure to pay them the wages due, so that not only they, but their wives and children at home were starving and distressed. Some of the troops had been paid in the depreciated colony bills of credit. Some had not been paid at all, simply because the treasury was empty.

"Toward mid-winter after long brooding over their wrongs, two of the Connecticut brigades revolted, and formed ranks, with the design of marching to Hartford and demanding redress from the Legislature then assembled there. Putnam, whose headquarters were on the west side of the town, two miles away, heard of the affair, and throwing himself on his horse, rushed to the front of his disaffected brigades, and with flashing eyes and animated voice thus addressed them:

'My brave lads, whither are you going? Do you intend to desert your officers, and to invite the enemy to follow you into the country? Whose cause have you been fighting and suffering so long in—is it not your own? Have you no property, no parents, wives or children? You have behaved like men so far—all the world is full of your praises, and posterity will stand astonished at your deeds! but not if you spoil all at last. Consider how much the country is distressed by the war, and that your officers have been no better paid than yourselves. But we all expect better times, and that the country will do us ample justice. Let us all stand by one another then, and fight it out like brave soldiers. Think what a shame it would be for Connecticut men to run away from their officers.'

"With the last word he ordered the acting major of brigades to give command to shoulder arms, march to the reg-

imental parade grounds, and stack arms—the command being obeyed almost automatically by the brigades. This ended the revolt. No one was punished except the ringleader of the affair, who was confined in the guard house, and was shot and killed by the sentinel on duty in the act of escaping."

There was wintered in these valleys the army of the North, consisting of two brigades of Continental troops, three brigades of Connecticut troops, one brigade of New Hampshire troops, and also artillery and cavalry; officered by two Major-Generals and five Brigadier-Generals, that is:

Major-General, Israel Putnam, Commander-in-Chief.

Major-General, Alex. McDougall, Division-Commander.

Brigadier-General, John Nixon, First Brigade State Troops.

Brigadier-General, Jedediah Huntington, Second Brigade State Troops.

Brigadier-General, Samuel Parsons, Third Brigade State Troops.

Brigadier-General, Enoch H. Poor, Brigade New Hampshire Troops.

General Sheldon, Corps of Cavalry, Continental.

Colonel Moses Hazen, Corps of Infantry, Continental.

On Sundays, all those who could present a respectable appearance, marched to Redding to church, to hear Parson Bartlett, yet they had a Chaplain in camp, Abraham Baldwin, who became United States Senator from Georgia. The camp had two poets, Col. David Humphrey and Joel Barlow, both obtained national fame as such, and Joel Barlow became Ambassador from the United States to France and died in Poland, and Col. Humphrey was Ambassador to Spain.

There remains of the camp enough to give a good idea of how it was arranged and conducted, enough to stir the heart and fill the imagination, for there is still left in evidence:

1. The bridge built by the soldiers to connect the camp with the guard house. This is in good condition.

2. When the army broke camp, in accordance with custom, the barracks were burned, the chimneys fell in different directions which is still distinguishable in most cases, and then with time became apparently only heaps of stone. In the middle of the camp where the field is broader, these stones



Plate 4.

SOLDIERS' BARRACKS RESTORED.



were carted away within the memory of men now living, and corn, potatoes, rye, and flax were grown; the map shows one hundred and twenty-two of the old fire backs still there.

3. A row of old apple trees, the seed of which was planted by the soldiers as they left camp, on the site of one row of barracks.

4. At the northwest corner of the camp there was a stone barrack the sides of which were quite well preserved and it has been restored.

5. South of Philip's Cave ledge, a ruin of an old barrack which has been restored.

6. In the ravine south of Philip's Cave, the circular ruin of the bakehouse.

7. Near the middle entrance, a large fire back.

8. On the site of the old guard house, near the pavilion, has been erected a log barrack.

9. In the rear of the apple trees, the ruins of the cellar used for storage purposes.

10. At the north end of camp, ruins of officers quarters.

11. On the west side of Prospect Hill, the ruins of an unusually large barrack, the outpost of the picket guard.

A DESIGN FOR THE GROUND.

The landscape features of the grounds have great possibilities which if sufficiently developed will make a desirable setting for the relics of the camp and emphasize the traditions of history connected with it. There is no call for what is ordinarily known as parklike effects. What took place here was suffering, endurance, patience, and calls for a rugged, strong, simple treatment. While some portions of the ground should receive the graceful tribute and token of the well-kept lawn to express the care and reverence which the people have for the scenes enacted; yet the main part of the ground should be trees with a ground covering of shrubs with the crag prominently in view, and order, neatness, and simplicity everywhere. Philip's Cave, which has never been fully explored, should be made available for it is a unique feature. From Overlook Hill, is seen the entire camp and the valley

of the little river and extensive outlook bounded by the south eastern hills. Although Prospect Hill is much lower, yet it rises in the midst of the camp like a sentinel on guard, and near its summit was the picket post of the camp. This overlooks the beautiful little lake belonging to the "Old Put Club" whose wooded shores and intricate borders makes it an exceedingly interesting picture. Two riverlets run through the camp, the Highland Brook from the south and Cowslip Brook from the north, the former being the outlet of Lake McDougall, a small sheet of water inside the grounds and near the monument which might be made a perfect gem of delight, and both streams empty into "Old Put Lake" just across the eastern boundary.

LANDS.

The land for the park has so far been obtained entirely by gift, but in order to complete the work and to give it a satisfactory screening plantation for the purpose of separation and making it a unit by itself, there should be added the land owned by the "Old Put Club" on the east.

Aaron Treadwell gave twelve acres which included the land where the monument now stands and the fire backs near it. He also added four acres to this gift in order to allow a satisfactory and dignified entrance to the grounds.

Oliver B. Jennings bought for the purpose of giving, and gave to the State, almost thirty acres, including the high hill of Overlook Ave., and the bake oven and additional fire backs and later on gave fifty-two acres which included the wooded area west of the camp grounds.

Isaac N. Bartram purchased twenty acres at the north of the park which included Philip's Cave, the officers quarters, and the armies entrance into the camp, which he gave to the State.

We recommend that: The State purchase the territory lying east of the park and known as the "Old Put Club Grounds," for these grounds are a part of the valley of the encampment and a part of its landscape picture, and they also provide, immediately, a habitation for the keeper and other employees of the park.



Plate 5. "OLD PUT LAKE" FROM PROSPECT HILL, PUTNAM PARK.

IMPROVEMENTS ON THE GROUNDS.

The first work towards marking this spot for memorial purposes was the erection of the monument during the summer of 1888. This is ten feet square at the base and forty-two feet high, built with stones split from a large boulder located on the spot where it stands, surmounted with a large cap stone and a polished stone ball two feet in diameter.

The roads of the parks have been named as follows:

Putnam Avenue, the main avenue through the middle of the grounds.

Overlook Avenue, runs over Overlook Hill on the west side of the park.

Sustinet Avenue, passes up the west side of Prospect Hill.

Terrace Road, runs parallel with Sherman Avenue separated from it by the retaining wall.

Sheldon Avenue, connects the entrance, Putnam Avenue and Overlook Avenue on the south.

Huntington Avenue, connects Sustinet Avenue, Putnam Avenue and Overlook Avenue on the north.

The bridges have been constructed with battlement copings, like those of the Hudson River Valley with which the soldiers, were familiar, and the one on Overlook Road in old colonial style, after a most quaint design. The gate posts are block houses, fac-similies of the only two known in this country, one on Sugar Island in the Detroit River, and the other on Mackinac Island; except that the base of those were logs, not stone. The base of these are ten feet square and nine feet high; the upper story projecting two feet on all sides, and in the floors and side are loop holes for firing in defence.

The three buildings on the park, outside of those of historic value are:

The pavilion, built in 1893.

The horse sheds, built in 1896.

The small work shop moved on to the grounds in 1897.

These are all in good repair and ample for the purposes they were designed for. A rustic arbor and seats have been provided, and hammocks, swings, and dishes have been purchased for the use of visitors and picnickers. A few birds and small animals have been given for the amusement of children.

Cannon and cannon balls have been given by the United States Government, a Sunset gun by a private party, and the State and United States flags by the Comptroller; and many articles of historical interest for the museum.

We would make a special plea for the purchase of the property of the "Old Put Club," for it seems to us to be the immediate and imperative need for the future protection and development of the grounds into a suitable memorial, in keeping with the dignity of the State, and the character of the events which has endeared the spot to the people.

1. The grounds are a part and parcel of the cantonment itself. It is a part of the landscape picture and without it the grounds will lack unity of design and purpose. It belongs to it and is needed by it as truly as the outside of the house is needed by the rooms inside,

2. The present owners are willing to sell, and the property is bound to change hands soon. The grounds are rolling and there is a most beautiful lake and grove. A charter for a trolley to go past it has already been granted, and if not taken by the State it will undoubtedly be run as a trolley park, with all the paraphernalia and nuisance which that means, for it introduces an element entirely foreign to the purpose for which the grounds have been set aside for.

3. It will enable all the work shops, shed, and houses for domestic use to be off those grounds which are peculiarly sacred for association sake, and the swings, animals and birds which have been presented to the State and are of interest to the children to be moved away from amongst the relics of the camp. While it is not the purpose of the Commission to create in any sense a pleasure park, yet thousands of people visit the grounds, including many Sunday School picnics. It is desirable that this should be so, but it is necessary to care for them while there. Not infrequently more than one large party want to be there the same day, more than the present grounds will accommodate, and the Keeper has had difficulty to arrange the date to accommodate all who have desired to come.

4. The possession of "Old Put Lake" is in every way desirable for the camp grounds, it is one of the most beautiful sheets of water in Western Connecticut, lying just over the



Plate 6.

“OLD PUT CLUB HOUSE,” EASTERLY VIEW.



Plate 7. "Old Put Club House" from Putnam Park Entrance.

eastern boundary line of the park and for quite a distance is less than one hundred feet from it. The shores are much indented and exceedingly interesting. It is bound to be some kind of a resort for the people, and only by taking possession of it can the State prevent it from becoming a disturbance to its present grounds. Two photographs of the lake are reproduced in plate 5 and 8. Both show the border of the lake in close proximity to the park, with only Sherman turnpike between them.

5. The buildings on these grounds would become the home of the Park Keeper and his helper; there is no other building available for this purpose, the State now pays this rent by increased wages, which it would save. It was our intention at first to ask for an appropriation to build a house for the Keeper, which is most sorely needed, but there is no place on the present grounds where a house would not be decidedly obtrusive and unpleasant, and it seemed necessary that land outside of the present limit should be obtained, and these grounds solve that question completely and satisfactorily. Plate 6 and 7 show views of this house.

6. The boundaries of the present grounds seem to have been determined upon with the intention of having an area the smallest possible that would include the principle relics or those which were most prominent. So close have these lines been run that not a foot was left that was available as working grounds from which material could be taken for grading or gravel for filling, or where plants could be grown in a nursery or a work yard established. All these are surely needed, and all would be provided for by the purchase.

7. While these grounds, including the lake, contain by estimation seventy-five acres; yet it does not mean that there are seventy-five acres more to lay out and improve. There will never be needed more roads through them than now exist. The lake takes care of itself and the woods beyond will remain undisturbed. It is bounded on three sides by public highways, and there is a road across it, and to the buildings, so that every part is available. Sometime there will undoubtedly be needed a path to the lake from the pavilion, and some provisions for the accommodation of visitors, but no more, in fact not so much as would be called for by the

present grounds for the same purpose, for the additional room would make the solution of the difficulties much more simple.

TO RECAPITULATE.

1. There is no house for the keeper, this gives one.
2. There is now no gravel or material for grading, this gives it abundantly.
3. Prevents saloons or other objectionable features next to the park.
4. Adds additional historical grounds to the park.
5. Completes the landscape effect, making it a unit.
6. Removes everything specially for pleasure from memorial grounds.
7. Provides work yards, work buildings, and nursery grounds.
8. Provides pleasure grounds for children.

During the sixteen years of the park's existence there have been six boards of Park Commissioners. The first had four members, and the others seven members each, appointed by the Governor for two years; an entirely new board being appointed at the expiration of the term. There was an interval of two years when there were no commissioners, but the affairs of the park were managed by the Comptroller. The shortness of the term of appointment and the fact that the term of all the commissioners expired at the same time makes it impossible to give the park continuity of development or unity of design. On this point the one saving feature is the fact that the park keeper has been in continuous employment during the sixteen years of the camp's existence. His faithfulness, energy, and good judgment has been a guiding star.

For details of work done by the commission since their appointment, reference is made to the report of the superintendent of the grounds, and for details of business done and moneys expended, to the report of the Secretary and Treasurer, included herewith.

In conclusion, we wish to extend thanks for the many courtesies extended to us by the officials at the State House, without whose help much of the information needed would have been unattainable, especially would we mention Mr.

Godard, librarian; Mr. Bissell, of the Comptroller's office; Mr. Dwyer, of the Secretary of State's office, and Mr. Rood, the Governor's executive clerk.

We would also acknowledge the kindly appreciation which we have everywhere found throughout the state whenever there has been occasion to take action, or to refer to the Israel Putnam Memorial Camp Ground.

All of which is most respectfully submitted for your consideration.

JOHN H. JENNINGS, *President*.

January 15, 1903.

SUPERINTENDENT'S REPORT.

TO JOHN H. JENNINGS, *President*.

Dear Sir.:—I submit herewith my report as Superintendent from July 1, 1901 to September 30, 1902 :

SPECIAL WORK ACCOMPLISHED.

1. All woodwork of buildings and other structures, which had been finished so as to allow painting, have been repainted with two coats of best quality paint. Cost \$175.85.

2. The roof of horse shed consisting of a tar composition leaked in several places. It has been thoroughly repaired and covered with a coat of tar paint. Cost \$25.75.

3. Grading around the fire backs. These remains of the old chimneys consisted of the fireplaces used for heating the barracks; the hearthstones of the soldiers, are the prominent memorial features of the grounds, remaining as they fell for more than a century. Great care has been taken not to disturb a stone. They were becoming overgrown with briars and brush, and a section of the ground at the south end next to Putnam avenue, all there was money enough to improve, was put in order; stumps taken out, filled, graded and seeded. A gravel walk was constructed along the west side and north end, gutters, paves, etc. Cost \$470.00.

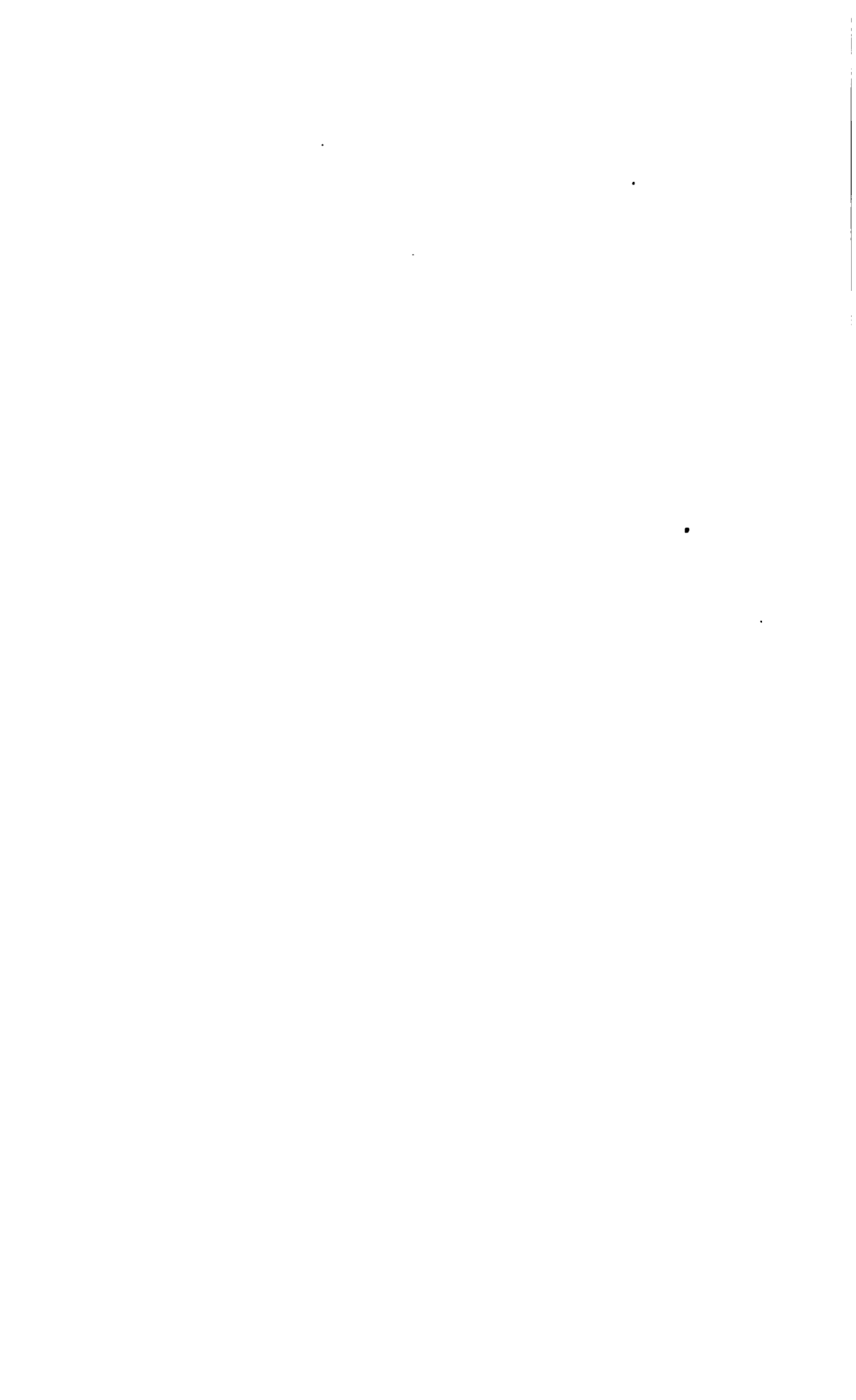
4. The land recently given by Mr. Oliver B. Jennings, containing fifty-two acres, was surveyed and map made, by Mr. Charles O. Brown. Cost \$80.00.

5. The above lot was fenced with American farm fencing (wire) except the north end, where barb wire was used on account of the land being very uneven. Cost \$180.25.

All special work was done under the immediate direction of the Superintendent.



Plate 8. "Old Put Lake" from the Club House, showing Putnam Park on the left.



MAINTENANCE.

The work of caring for the grounds and giving the many visitors that attention which memorial grounds specially require is more than one man can do, if it is well done. These are not picnic grounds, for people to rove over taking care of themselves, but historical, the interest being in knowing of the events which took place on them. Visitors are interested in the historical incidents and ask many questions, and desire to be shown over the grounds and through the museum. This is as it should be, if these grounds are to be an education for the people in those things which Connecticut has long stood for. Gentlemen eminent in the state have delivered addresses here to large parties as to the history of the camp and what it meant in the formation of our government.

There are no stones or other signs to tell of the events connected with certain spots. There are no finger boards to direct people to the different places, not even paths leading to places of great interest. Without a guide it is almost impossible to find them in the woods, or even if found they might not be recognized. The only resource of the visitor is the park keeper, and he is kept busy many days in explaining to visitors the grounds, and the objects in the museum. Many visitors come from other states, and while there, this state cannot do less than make their stay profitable and pleasant; and what they do for citizens of other states they should do for their own. The grounds are necessarily quite extensive for it was an encampment of an army corps, and it takes several hours to go over it with satisfaction.

The present gravel area is 172,820 square feet, nearly four acres to be kept free from weeds and smooth with rake. About one-half acre is kept lawn-mown; that is, the plots near the monument, the restored fire backs and pavilion. Two acres of grove area are set aside for picnic parties, with seats and tables, to be kept clear of rubbish. About forty acres of woods and open, ledge, hill and vale, to be kept reasonably free from dead wood and weeds, and the buildings to be cared for. This is the work of maintenance, and while under the supervision of the Superintendent, yet the park keeper has the direct charge of it, for the park keeper is the only paid official connected with the grounds.

EXPENDITURES.**AMOUNT PAID EMPLOYEES**

From July 1, 1901 to September 30, 1902.

Thos. Delaney, "Park Keeper," salary,	\$1,200.00	
James Delaney, 15 days at \$1.50	22.50	
John Beck, 7 " "	10.50	
James Smith, 2 " "	3.00	
Charles Rogers, ½ " "	.75	
W. S. Bassett, 2 days carpenter work,	5.30	
W. H. Hill, 8 days at \$4.50 (double team),	36.00	
Thos. Delaney, 117 hrs. at 15c. (single team)	17.55—	\$1,295.60
Tools and supplies purchased for work purposes,	72.23	

MAINTENANCE OF BUILDINGS,

As given under heading of "special work accomplished."

Painting,	\$175.85	
Roof of horse shed,	25.75—	\$201.60
Total cost of maintenance,		\$1,559.48

IMPROVEMENTS OR EXTRAORDINARY EXPENSES,

As given under heading, "special work accomplished."

Grading around fire backs,	\$470.00	
Surveying,	80.00	
Fencing,	180.25—	\$730.25

Total amount expended by me as Superintendent, \$2,289.73

INVENTORY.

1 Cannon,	2 Stone Forks,	1 Sod Cutter,
9 Rustic Seats,	2 Axes,	1 Tool Box,
2 Swings,	2 Bush Scythes,	1 Grindstone,
1 Plow,	2 Iron Rakes,	1 Hand Saw,
3 Scrapers,	2 Wooden Rakes,	1 Crosscut Saw,
4 Shovels,	3 Rock Chains,	1 Drawing Knife,
4 Picks,	1 Pump,	1 Forge,
4 Pick Axes,	5 Large Drills,	1 Anvil,
2 Spades,	8 Small Drills,	2 Pails,
5 Crowbars,	38 Hand Points,	2 Coffee Pots,
4 Stone Hammers,	2 Sickles,	1 Cook Stove,
		Closet of Dishes.

Respectfully submitted,

WILLIAM H. HILL, *Superintendent.*



Plate 9. **REMAINS OF FIRE BACKS NEAR PUTNAM AVENUE.**

SECRETARY'S REPORT.

TO JOHN H. JENNINGS, *President*.

Dear Sir:—I herewith submit my report, as Secretary from July 1, 1901 to September 30, 1902.

The Commissioners appointed by Governor George P. McLean for the term of two years, dating from July 1, 1901, met on the camp grounds July 11, 1901 and organized.

Mr. Thomas Delaney was reappointed "keeper." He has been an employee on the grounds from the beginning, and for twelve years keeper of the park, during which time he has ever been faithful to his trust and given entire satisfaction to the different Commissioners.

A letter was received, and favorably considered, from the daughter of Aaron Treadwell offering to bear the expense of a tablet to commemorate the interests and gifts of her father to the camp grounds. Mr. Treadwell was the first person to give land for that purpose. It was decided to ask those who had given land to act together in the insertion of a marble tablet into the niche left for that purpose in the gate posts of the main entrance, with the names of all the donors thereon; Mr. Oliver B. Jennings and Mr. Isaac N. Bartram, the other donors, responded favorably and the tablet was inserted; also a second tablet, at the expense of the state, giving the names of Governor Phineas C. Lounsbury, during whose administration the work was begun, and the names of the first Commissioners: Samuel B. Gorham, Isaac N. Bartram, Charles B. Todd and Aaron Treadwell.

There have been nine meetings of the Commissioners; seven attended by full board, and five or six present at the other meetings. With great interest matters relating to the development and maintenance of the grounds have been considered. Many committees have been appointed whose reports have led to long discussions.

A seedling of a seedling of the "Charter Oak" was planted near the fire backs, April 9, 1902.

These grounds are a favorite resort during the summer months, especially for family parties, churches, Sunday schools and Daughters of the Revolution. The keeper reports that the number of visitors for the last season was 7,830.

Respectfully submitted,

GRANVILLE A. DURANT, *Secretary.*

TREASURER'S REPORT.

To JOHN H. JENNINGS, *President.*

Dear Sir:—I herewith submit my report as Treasurer for year ending September 30, 1902.

BALANCE SHEET.

MAINTENANCE AND IMPROVEMENT OF GROUNDS ACCOUNT.

One-half of amount appropriated, for two years,	\$2,000.00
Amount expended,	1,922.08

Balance unexpended,	\$ 77.92
(No outstanding bills or accounts.)	

COMMISSIONERS' EXPENSE ACCOUNT.

One-half of amount appropriated for two years,	\$225.00
Amount expended,	71.25

Balance unexpended,	\$153.75
-------------------------------	----------

(The car fares of the Commissioners have not been deducted, it being the custom of preceding Commissioners not to charge them until the expiration of their two years' term of service, but all other expenses of the Commissioners have been paid.)

RECEIPTS.

1901.

Nov. 12,	Comptroller's order for Oct. account,	\$603.78
Dec. 16,	" " " Nov. "	332.21

1902.

Jan. 15,	" " " Dec. "	92.00
Feb. 15,	" " " Jan. "	85.00
March 7,	" " " Feb. "	85.00
April 8,	" " " Mar. "	85.00
May,	" " " April "	135.62
June 7,	" " " May "	117.00
July 10,	" " " June "	110.46
Aug. 7,	" " " July "	141.35
Sept. 13,	" " " Aug. "	129.38
Oct. 15,	" " " Sept. "	96.53

\$2,013.33

DISBURSEMENTS.

Keeper's salary, including extra man and horse,	\$976.20
Grading, etc.,	409.12
Painting,	145.50
Fence for park,	127.21
Tools,	28.11
Insurance,	56.25
Park survey and maps,	80.00
Plumbing,	7.23
Dynamite and fuse,	12.00
Grass seed and fertilizer,	16.38
Printing and stamps,	8.00
Setting tablets,	33.15
Commissioners' expenses,	71.25
Miscellaneous,	42.93

\$2,013.33

Respectfully submitted,

GRANVILLE A. DURANT, *Treasurer.*

AUDITOR'S REPORT.

To JOHN H. JENNINGS, *President*.

Dear Sir :—I hereby certify that I have examined the books of Secretary and Treasurer of the present Putnam Park Commission and have also audited all bills contracted by said Commission during my term of office and find said bills and books correct.

Attest,

C. H. FREUDENTHAL, *Auditor*.

January 1, 1903.

APPENDICES.

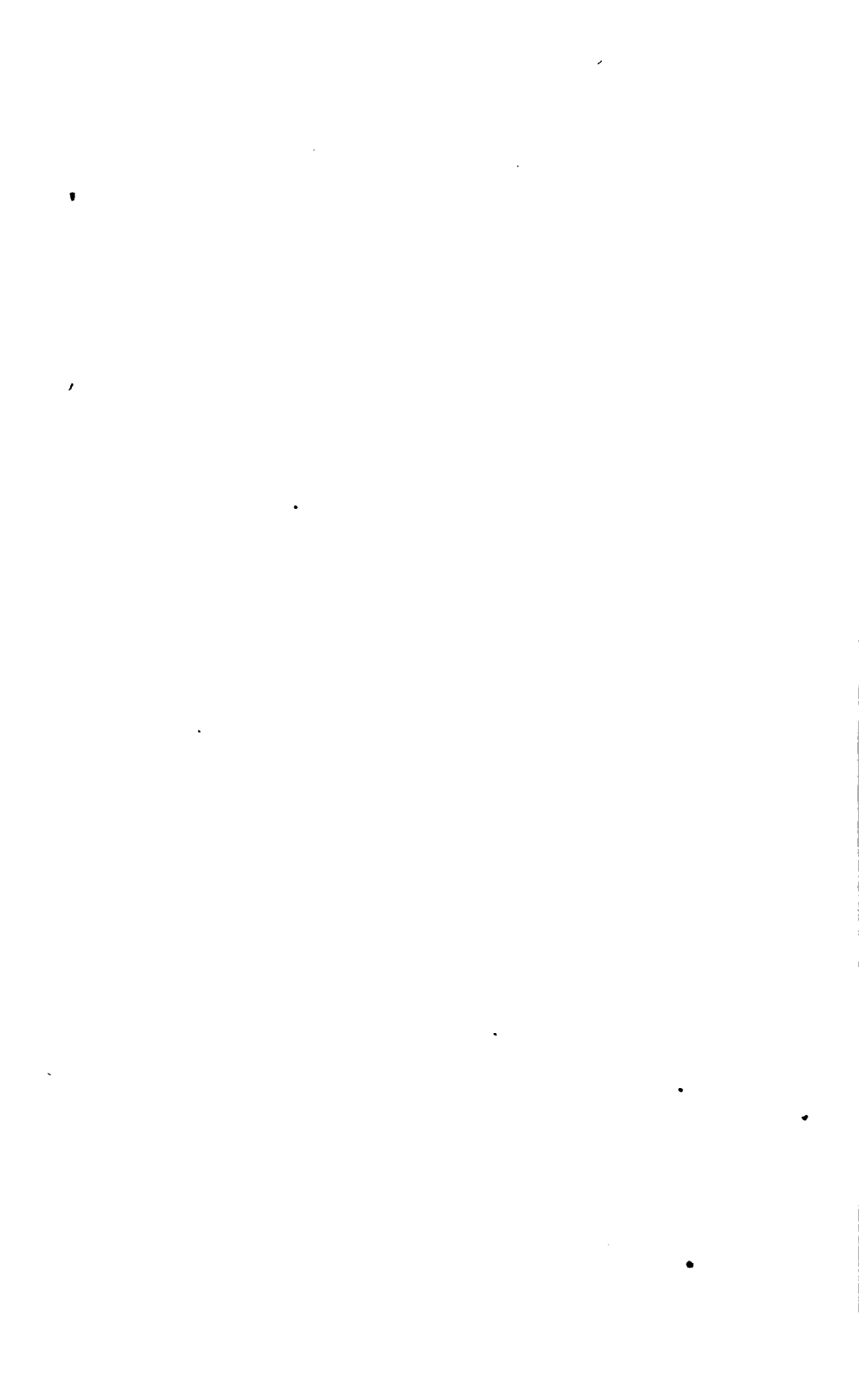




Plate 10.

PAVILION NEAR ENTRANCE.

APPENDIX A.**ADMINISTRATION.****SUMMARY.****Committees of General Assembly:**

There have been seven Committees appointed.

1st in 1887	consisted of 5 members.
2d in 1889	" 7 "
3d in 1893	" 7 "
4th in 1895	" 9 "
5th in 1897	" 9 "
6th in 1899	" 9 "
7th in 1901	" 9 "

Total, . . 55

Commissioners appointed by the Governors:

There have been seven Commissions appointed.

1st in 1887	consisted of 4 members.
2d in 1889	" 7 "
3d in 1893	" 8 " one resigned.
4th in 1895	" 7 "
5th in 1897	" 7 "
6th in 1899	" 8 " one deceased.
7th in 1901	" 7 "

Total . . 48

The 55 appointments made to memberships of the committee has been held by 53 different men from 38 different towns. Only twice did men serve the second time.

For the 48 appointments of the Commissioners, 34 have been different men, representing 14 different towns. Only ten men have received reappointments.

Therefore, since January, 1887, when the first action was taken by the Assembly, there has been 87 men, for a longer or shorter period, officially interested in these Camp Grounds.

APPENDIX B.**COMMISSIONERS.**

Commissioners appointed by Governor Phineas C. Lounsbury:

Date of appointment—May 4, 1887.

Samuel B. Gorham of Redding.

Isaac N. Bartram of Sharon.

Charles Burr Todd of Redding.

Aaron Treadwell of Redding.

Commissioners appointed by Governor Morgan G. Bulkeley:

Date of appointment—June 20, 1889.

Isaac N. Bartram of Sharon, term expired in 1891.

Charles Burr Todd of Redding, resigned Aug. 19, 1890.

Oliver B. Jennings of Fairfield, term expired in 1891.

Clement A. Sharp of Pomfret, " " "

Samuel A. Ambler of Bethel, " " "

O. H. Blanchard of Hartford, " " "

James E. Miller of Redding, " " "

Grounds under the care of the Comptroller of the State from
April 1, 1891, to June 7, 1893.

Commissioners appointed by Governor Luzon B. Morris.

Date of appointment—June 7, 1893.

Isaac N. Bartram of Sharon, term expired in 1895.

Morris B. Beardsley, Bridgeport, " " Decl.

Aaron Sanford of Newtown, " " "

Burr Hawley of Monroe, " " "

Henry A. Gilbert of Bethel, " " "

Charles Sanford of Redding, " " "

John H. Ferris of Norwalk, " " "

Wm. A. Braun of Danbury, (July 1) " " "

Commissioners appointed by Governor O. Vincent Coffin:

Date of appointment—June 29, 1895.

Henry A. Gilbert of Bethel,	term expired July 1, 1897.		
John H. Ferris of Norwalk,	"	"	"
Geo. B. Durant of Bethel,	"	"	"
L. Woolsey Randle of Redding,	"	"	"
Henry Crofut of Danbury,	"	"	"
W. S. Wortman of Bethel,	"	"	"
Aaron Sanford of Newtown,	"	"	"

Commissioners appointed by Governor Lorren A. Cooke:

Date of appointment—June 16, 1897.

John H. Ferris of Norwalk,	term expired July 1, 1899.		
W. S. Wortman of Bethel,	"	"	"
Henry S. Osborn of Redding,	"	"	"
Geo. B. Durant of Bethel,	"	"	"
John A. Woodruff of Sherman,	"	"	"
Wm. S. Lee of Meriden,	"	"	"
Morris W. Seymour of Bridgeport,	"	"	"

Commissioners appointed by Governor George E. Lounsbury:

Date of appointment—July 1, 1899.

Henry Crofut (dec.) of Danbury,	term expired July 1, 1901.		
John H. Ferris of Norwalk,	"	"	"
Wm. S. Wortman of Bethel,	"	"	"
John Todd of Redding,	"	"	"
John H. Jennings of Westport,	"	"	"
Geo. B. Durant of Bethel,	"	"	"
Jonathan B. Sandford of Redding,	"	"	"
Edward A. Housman of Danbury,	July 2, 1900.	To fill	
	vacancy.		

Commissioners appointed by Governor George P. McLean:

Date of appointment—July 1, 1901.

Lyman D. Brewster of Danbury, term expires July 1, 1903.

Chas. H. Freudenthal of Bethel,	"	"	"
G. A. Parker of Hartford,	"	"	"
Granville A. Durant of Bethel,	"	"	"
John H. Jennings of Westport,	"	"	"
Edward A. Housman of Danbury,	"	"	"
William H. Hill of Redding,	"	"	"

OFFICERS.

Office.	Name.	Date.
<i>Chairman</i>	O. H. Blanchard,	1889, June 29.
<i>Vice Chairman</i>	James Miller,	"
<i>Secretary</i>	C. B. Todd,	"
<i>Treasurer</i>	S. S. Ambler,	"
<i>Superintendent</i>	I. N. Bartram,	"
<i>Engineer</i>	I. N. Bartram,	"
<i>Auditors</i>	C. A. Sharp,	"
"	O. B. Jennings,	"
"	James Miller,	"

<i>President</i>	Aaron Sanford,	1893, August.
<i>Vice President</i>	B. Hawley,	"
<i>Secretary</i>	W. A. Braun,	"
<i>Treasurer</i>	H. A. Gilbert,	"
<i>Superintendent</i>	I. N. Bartram,	"
<i>Engineer</i>	I. N. Bartram,	"
<i>Ass't Superintendent</i>	Chas. Sanford,	"

Office.	Name.	Date.
<i>President</i> . . .	J. H. Ferris, . . .	1895, July 6.
<i>Vice President</i> . . .	Aaron Sanford, . . .	"
<i>Secretary</i> . . .	L. W. Randle, . . .	"
<i>Treasurer</i> . . .	Geo. G. Durant, . . .	"
<i>Superintendent</i> . . .	W. S. Wortman, . . .	"
<i>Ass't Superintendent</i>	H. A. Gilbert, . . .	"
<i>Auditor</i> . . .	Henry Crofut, . . .	"
<i>Keeper</i> . . .	Thomas Delaney, . . .	"

<i>President</i> . . .	J. H. Ferris, . . .	1897, July 15.
<i>Vice President</i> . . .	Morris Seymour, . . .	"
<i>Secretary</i> . . .	John N. Woodruff, . . .	"
<i>Treasurer</i> . . .	George G. Durant . . .	"
<i>Superintendent</i> . . .	W. S. Wortman, . . .	"
<i>Ass't Superintendent</i>	Henry S. Osborne, . . .	"
<i>Auditor</i> . . .	William Wallace Lee, . . .	"
<i>Keeper</i> . . .	Thomas Delaney, . . .	"

<i>President</i> . . .	J. H. Ferris, . . .	1899, July 20.
<i>Vice President</i> . . .	John H. Jennings, . . .	"
<i>Secretary</i> . . .	Jonathan B. Sanford . . .	"
<i>Treasurer</i> . . .	George G. Durant, . . .	"
<i>Superintendent</i> . . .	W. S. Wortman, . . .	"
<i>Ass't Superintendent</i>	Henry Crofut, . . .	"
<i>Auditor</i> . . .	John Todd, . . .	"
<i>Keeper</i> . . .	Thomas Delaney, . . .	"

<i>President</i> . . .	John H. Jennings, . . .	July 11, 1901.
<i>Vice President</i> . . .	Lyman D. Brewster, . . .	"
<i>Secretary & Treasurer</i>	Granville A. Durant, . . .	"
<i>Superintendent</i> . . .	William H. Hill, . . .	"
<i>Ass't Superintendent</i>	Edward A. Housman, . . .	"
<i>Auditor</i> . . .	Chas. H. Freudenthal, . . .	"
<i>Park Keeper</i> . . .	Thomas Delaney, . . .	"

Number of Appointments each Commissioner has received.

Commissioners who have had four appointments:

John H. Ferris.

Commissioners who have had three appointments:

Isaac N. Bartram,

William S. Wortman

George Durant.

Commissioners who have had two appointments:

Chas. Burr Todd,

Henry A. Gilbert,

Henry Crofut,

John H. Jennings,

Edward A. Housman,

Aaron Sanford.

Commissioners who have had one appointment:

Samuel B. Gorham,

Aaron Treadwell,

Oliver B. Jennings,

Clement A. Sharp,

Samuel A. Ambler,

O. H. Blanchard,

James E. Miller,

Morris B. Beardsley,

Burr Hawley,

Wm. A. Braun,

L. Woolsey Randle,

Charles Sanford,

Henry S. Osborn,

John A. Woodruff,

Wm. S. Lee,

Morris W. Seymour,

John Todd,

Jonathan B. Sanford,

Lyman D. Brewster,

Chas. H. Freudenthal,

G. A. Parker,

Granville A. Durant,

William H. Hill.

Towns from which Commissioners have been appointed.

1.	Bethel,	11	Commissioners.
2.	Redding,	11	"
3.	Danbury,	6	"
4.	Norwalk,	4	"
5.	Sharon,	3	"
6.	Westport,	2	"
7.	Hartford,	2	"
8.	Bridgeport,	2	"
9.	Newtown,	2	"
10.	Meriden,	1	"
11.	Sherman,	1	"
12.	Monroe,	1	"
13.	Pomfret,	1	"
14.	Fairfield,	1	"

Meetings of Camp Ground Commission.

	Year.	Date.	Place.	Number Present.
1.	1889,	June 5,	Bethel,	7
2.	1889,	July 29,	Camp Ground,	7
3.	1889,	Sept. 5,	Camp Ground,	6
4.	1889,	Oct. 3,	Camp Ground,	6
5.	1889,	Nov. 7,	Camp Ground,	7
6.	1889,	Nov. 26,	Bethel, S. S. Ambler's Office,	7
7.	1890,	April 18,	Hartford,	6
8.	1890,	May 23,	Camp Ground,	7
9.	1890,	Aug. 19,	Camp Ground,	6
10.	1890,	Oct. 1,	Camp Ground,	7
11.	1891,	Feb. 25,	Hartford,	5
12.	1893,	August,	Camp Ground,	7
13.	1893,	Aug. 3,	Camp Ground,	7
14.	1893,	Sept. 5,	Camp Ground,	6
15.	1893,	Sept. 10,	Camp Ground,	5
16.	1893,	Dec. 12,		
17.	1894,	Dec. 18,	Bethel, Platt's Hotel,	
18.	1895,	July 6,	Bethel,	6
19.	1895,	Aug. 1,	Camp Ground,	6
20.	1895,	Sept. 5,	Camp Ground,	5
21.	1896,	May 1,	Camp Ground,	7
22.	1896,	June 1,	Camp Ground,	6
23.	1896,	Aug. 12,	Bethel,	
24.	1897,	June 25,	Camp Ground,	6
25.	1897,	July 25,	Putnam Club House,	5
26.	1897,	Aug. 18,	Camp Ground,	5
27.	1897,	Sept. 16,	Camp Ground,	5
28.	1898,	May 12,	Putnam Club House,	4
29.	1898,	June 2,	Camp Ground,	6
30.	1898,	July 12,	Camp Ground,	5

	Year.	Date.	Place.	Number Present.
31.	1899,	May 19,	Camp Ground, . . .	6
32.	1899,	June 25,	Camp Ground, . . .	5
33.	1899,	July 30,	Putnam Club House, . . .	7
34.	1899,	Aug. 21,	Camp Ground, . . .	7
35.	1899,	Sept. 26,	Camp Ground, . . .	6
36.	1899,	Oct. 24,	Danbury City Hall,	
37.	1900,	June 1,	Camp Ground, . . .	6
38.	1900,	July 19,	Camp Ground, . . .	7
39.	1900,	Sept. 14,	Camp Ground, . . .	7
40.	1901,	July 11,	Camp Ground, . . .	7
41.	1901,	Aug. 6,	Camp Ground, . . .	7
42.	1901,	Oct. 1,	Camp Ground, . . .	6
43.	1901,	Dec. 4,	Danbury, . . .	7
44.	1902,	April 9,	Camp Ground, . . .	6
45.	1902,	June 14,	Camp Ground, . . .	7
46.	1902,	July 8,	Camp Ground, . . .	6
47.	1902,	Sept. 10,	Camp Ground, . . .	5
48.	1902,	Oct. 1,	Camp Ground, . . .	7



Plate 11.

MAIN ENTRANCE.

APPENDIX C.**COMMITTEES APPOINTED BY THE GENERAL ASSEMBLY.**

Date of appointment—Jan. 19, 1887.

Senator, George M. Cole of Bethel.

Representative, Isaac N. Bartram of Sharon.

“ Samuel B. Gorham of Redding.

“ Lev. W. Wessells of Litchfield.

“ Emerson E. Barker of Branford.

— — — — —

Date of appointment—Jan. 24, 1889.

Senator, Isaac N. Bartram of Sharon.

Representative, Clement A. Sharpe of Pomfret.

“ James E. Miller of Redding.

“ Frank Day of Brooklyn.

“ Henry E. Chichester of Wilton.

“ C. S. Burlingame of Canterbury.

“ William W. Sunderland of Danbury.

Clerk, Henry E. Chichester.

—————

Grounds under the care of the Comptroller of the state from
April 1, 1891 to June 7, 1893.

—————

Date of appointment—January, 1893.

Senator, Michael J. Houlihan of Newtown.

Representative, John B. Noble of East Windsor.

“ Hobart L. Hotchkiss of New Haven.

“ Henry S. Osborn of Redding.

“ George L. Ford of North Branford.

“ Charles S. Birge of Harwinton.

“ Charles S. L. Marlor of Brooklyn.

Clerk, Charles S. L. Marlor.

Date of appointment—January, 1895.

Senator, Henry Bernd of Danbury.

Representative, Philip Wadsworth of Suffield.

“ Howard P. Mansfield of Redding.

“ Willard A. Roraback of Torrington.

“ Fred. O. Vinton of Mansfield.

“ Charles Royce Boss of New London.

“ Charles R. Lewis of Middletown.

“ Andrew G. Barnes of New Milford.

“ Erwin W. Webster of Ansonia.

Clerk, Howard P. Mansfield.

Date of appointment—January, 1897.

Senator, John N. Woodruff of Sherman.

Representative, William G. Gallager of Meriden.

“ I. W. Trobridge of Pomfret.

“ Ellis F. Wheeler of Easton.

“ George H. Jackson of New Milford.

“ William I. Lewis of Westbrook.

“ Simeon B. Jewett of Sharon.

“ James Lee of Brookfield.

“ Adorno S. Eaton of Stafford.

Clerk, George H. Jackson.

Date of appointment—January, 1899.

Senator, Sturges Whitlock of Huntington.

Representative, George C. Bell of Portland.

“ George E. Churchill of Newington.

“ George A. Tomlinson of Washington.

“ Albert A. Gorham of Redding.

“ J. Dwight St. John of Sharon.

“ George R. Crofut of Roxbury.

“ Wilbert N. Austin of Plymouth.

“ Charles N. Loomis, Jr., of Bolton.

Clerk, Charles N. Loomis, Jr.

Date of appointment—January, 1901.

Senator, Sturges Whitlock of Huntington.

House Chairman, Charles M. Beach of New Milford.

Representative, Walter O. Page of Kent.

“ Edward P. Hazard of Sharon.

“ Morris Meyers of Danbury.

“ S. P. Morrison of Willington.

“ Valette D. Stearns of Mansfield.

“ Granville A. Durant of Bethel.

“ Clarence F. Stotts of Hartland.

Clerk, Granville A. Durant.

Number of Appointments each Member of the Committee has Received.

Those who have had two appointments :

Sturges Whitlock,

Isaac N. Bartram.

Those who have had one appointment :

George M. Cole,

Samuel B. Gorham,

Lev. W. Wessells,

Emerson E. Barker,

Clément A. Sharpe,

James E. Miller,

Frank Day,

Henry E. Chichester,

C. S. Burlingame,

William W. Sunderland,

Michael J. Houlihan,

John B. Noble,

Hobart L. Hotchkiss,

Henry S. Osborn,

George L. Ford,

Charles S. Birge,

Charles S. L. Marlor,

Henry Bernd,

John N. Woodruff,

William G. Gallager,

I. W. Trobridge,

Ellis F. Wheeler,

George H. Jackson,

William I. Lewis,

Simeon B. Jewett,

James Lee,

Adorno S. Eaton,

George C. Bell,

George E. Churchill,

George A. Tomlinson,

Albert A. Gorham,

J. Dwight St. John.

George R. Crofut,

Wilbert N. Austin,

Charles N. Loomis,

Clarence F. Stotts,

Philip Wadsworth,
Howard P. Mansfield,
Willard A. Roraback,
Fred. O. Vinton,
Charles Royce Boss,
Charles R. Lewis,
Andrew G. Barnes,
Erwin W. Webster,

Walter O. Page,
Edward P. Hazard,
Morris Meyers,
S. P. Morrison,
Valette D. Stearns,
Granville A. Durant,
Charles M. Beach.

**Towns whose Representatives have been Appointed
Members of this Commission.**

1.	Redding,	.	.	.	5	Members of Committees.
2.	Sharon,	.	.	.	4	" " "
3.	New Milford,	.	.	.	3	" " "
4.	Danbury,	.	.	.	3	" " "
5.	Huntington,	.	.	.	2	" " "
6.	Westbrook,	.	.	.	2	" " "
7.	Pomfret,	.	.	.	2	" " "
8.	Brooklyn,	.	.	.	2	" " "
9.	Mansfield,	.	.	.	2	" " "
10.	Bethel,	.	.	.	2	" " "
11.	Easton,	.	.	.	1	" " "
12.	Roxbury,	.	.	.	1	" " "
13.	Meriden,	.	.	.	1	" " "
14.	Branford,	.	.	.	1	" " "
15.	Wilton,	.	.	.	1	" " "
16.	Litchfield,	.	.	.	1	" " "
17.	Kent,	.	.	.	1	" " "
18.	Willington,	.	.	.	1	" " "
19.	Torrington,	.	.	.	1	" " "
20.	New London,	.	.	.	1	" " "
21.	Middletown,	.	.	.	1	" " "
22.	Ansonia,	.	.	.	1	" " "
23.	Canterbury,	.	.	.	1	" " "
24.	East Windsor,	.	.	.	1	" " "
25.	New Haven,	.	.	.	1	" " "
26.	Portland,	.	.	.	1	" " "

27.	Newington,	.	.	.	I	Members of Committees.		
28.	Washington,	.	.	.	I	"	"	"
29.	Brookfield,	.	.	.	I	"	"	"
30.	Stafford,	.	.	.	I	"	"	"
31.	Plymouth,	.	.	.	I	"	"	"
32.	Bolton,	.	.	.	I	"	"	"
33.	Hartland,	.	.	.	I	"	"	"
34.	North Branford,	.	.	.	I	"	"	"
35.	Harwinton,	.	.	.	I	"	"	"
36.	Suffield,	.	.	.	I	"	"	"
37.	Sherman,	.	.	.	I	"	"	"
38.	Newtown,	.	.	.	I	"	"	"

APPENDIX D.**APPROPRIATIONS VOTED BY LEGISLATURE.**

Session, 1887, Construction of Monument,	\$1,500.00
Session, 1889, Surveying and Construction,	20,608.55
Session, 1893, I. N. Bartram, for land,	\$2,568.00
I. N. Bartram, care grounds,	123.00
I. N. Bartram, as supt.,	500.00
I. N. Bartram, expenses paid,	727.58
S. S. Ambler, sec'y and treas.,	150.00
Commissioners' expenses,	200.00
J. N. Nickerson, serv. and exp.,	267.05
Schofield & Starr, for surveys,	267.05
Record Pub. Co., for cuts,	50.00
Dedication expenses,	500.00
Pavilion,	2,000.00
Printing 1,000 reports,	42.76
300 Todd's guide to grounds,	60.00
Exp., Committee investigation,	177.22
	7,632.66
Session, 1895, I. N. Bartram, services, etc.,	700.00
Appropriation for two years,	4,000.00
Commissioners' expenses,	350.00
	5,050.00
Session, 1897, Appropriation for two years,	5,000.00
Commissioners' expenses,	450.00
	5,450.00
Session, 1899, Appropriations for two years,	4,000.00
Commissioners' expenses,	450.00
Expenses of Committee's visit,	64.00
	4,514.00
Session, 1901, Appropriations for two years,	4,000.00
Commissioners' expenses,	450.00
Expenses of Committee's visit,	41.00
	4,491.00
Total	
	\$49,246.21



Plate 12.

PUTNAM AVENUE.

Total Expenses as Given Annually by Comptroller.

For the year ending June 30, 1887,	.	.	.	\$250.00
" " " " 1888,	.	.	.	800.00
" " " " 1889,	.	.	.	700.00
" " " " 1890,	.	.	.	15,836.54
" " " " 1891,	.	.	.	4,909.73
For one year and three months, ending Sept. 30, 1892,				993.27
For the year ending Sept. 30, 1893,	.	.	.	5,274.89
" " " " 1894,	.	.	.	3,434.55
" " " " 1895,	.	.	.	2,656.57
" " " " 1896,	.	.	.	2,075.31
" " " " 1897,	.	.	.	1,530.79
" " " " 1898,	.	.	.	2,668.94
" " " " 1899,	.	.	.	2,311.79
" " " " 1900,	.	.	.	2,714.24
" " " " 1901,	.	.	.	2,192.06
" " " " 1902,	.	.	.	2,259.90
Total,				<u>\$50,608.58</u>

APPENDIX E.

Record of legislation regarding Israel Putnam Memorial Camp Ground, as given in the House and Senate Journals, and by the Records in the Secretary's of State's office. The intention being to show all legislation whether passed or rejected. Arranged by date.

HOUSE JOINT RESOLUTION No. 35.

Resolved by this Assembly:

That a committee consisting of one Senator and four Representatives be appointed to investigate and report at once the practicability and desirability of obtaining for the state, the old Israel Putnam Camp Ground, in the town of Redding, on which the traces of said encampment still exist, and the erecting thereon a suitable monument or memorial.

Passed, January 19, 1887.

COMMITTEE'S REPORT, 1887.

REPORT OF SPECIAL COMMITTEE (APPOINTED BY H. J. R., 35.)

RECEIVED, INTRODUCING

HOUSE JOINT RESOLUTION No. 193.

Report of the Committee:

The Committee to whom was referred House Joint Resolution No. 35, being a resolution concerning the advisability of acquiring the Israel Putnam Camp Ground in the Town of Redding, beg leave to report that they have had the same under consideration, and that they visited the site on February 3 and found it to be a sloping hillside facing the east, diversified with crags and plateaus, and forming the western wall of the valley of Little River, an affluent of the Saugatuck. The ground is two miles from Bethel, the nearest railway station, and five from Danbury, at which points railways from all parts of the State converge. A fine forest covers the greater portion



Plate 13.

BOULDER ON OVERLOOK HILL.

of the site, a brook flows through it, falling in cascades over the crags, and the general situation is commanding and delightful. The heaps of stone marking the site of the log huts in which the brigade was quartered are forty-five in number, and are arranged opposite each other in long parallel rows defining an avenue some ten yards wide and five hundred yards in length. These with others scattered among the crags, admirably define the limits of the encampment, and form one of the best preserved and most interesting relics of the Revolution to be found in the State, if not in the country. It was here that Putnam and his brigade wintered in 1778-9. The owner of the land—Aaron Treadwell—offers to donate so much land as the State should decide to take for the purpose of preserving, in tact forever, the old Camp ground and for to erect thereon a suitable memorial.

Your Committee would recommend the acceptance of the offer of Aaron Treadwell as a gift to the State, and the appropriation of one thousand five hundred dollars (\$1,500) for the erection of a suitable memorial thereon.

They also recommend the appointment of a commission of four by His Excellency the Governor, to receive for the State a deed of said site, and for the laying out of the grounds and the erection of the memorial.

All of which is respectfully submitted.

ISAAC N. BARTRAM,

February 9, 1887.

House Chairman.

HOUSE JOINT RESOLUTION No. 193.

Resolved by this Assembly:

SECTION 1. That a Committee of four be appointed by the Governor to procure a suitable memorial to be erected on the Israel Putnam Camp Ground at Redding, and to accept, on behalf of the State, any gifts of real estate there located.

SEC. 2. Said Committee is hereby authorized to make a contract in the name and on behalf of the State with some competent person to be by them selected for constructing said memorial according to plans to be approved by said Committee; provided, that the expense to the State shall be limited in said contract to a sum not exceeding fifteen hundred dollars.

Approved May 4, 1887.

Portion of Governor Bulkeley's Message:

PUTNAM'S WINTER QUARTERS.

"The Committee appointed to erect a suitable memorial on the Putnam Winter Quarters in the town of Redding have completed their work, and a granite monument, with appropriate inscriptions, now marks the ground on which Putnam's division of the Continental Army passed the winter of 1777-8. Through the generosity of two citizens of this state, thirty-three acres of land, embracing the entire camp ground have been presented to the State, on the one condition 'that they shall ever be held as a memorial ground.' The Committee recommend the acceptance of these grounds on the conditions proposed, and that you make proper provision for their care and maintenance."

Delivered Jan. 10, 1889.

SENATE JOINT RESOLUTION No. 25.

Resolved by this Assembly:

That a Committee consisting of one Senator and six Representatives be appointed to take into consideration that portion of the Governor's message referring to the Putnam Memorial Camp at Redding, Fairfield County, Connecticut, and to have made proper surveys, and lay out, and plans for drives and walks, and entrance gates, block houses, and further plans that may be deemed to be advisable, with full estimates for the cost of the same.

Passed, Jan. 22, 1889.



BOULDER MONUMENT MARKING SOLDIERS' GRAVES.

COMMITTEE'S REPORT, 1889.

Report of the Committee: (Appointed by S. J. R., 25.)

The Special Committee to whom was referred that portion of the Governor's message, pertaining to the Putnam Memorial Camp at Redding, have had the same under consideration and beg leave to report. At the last session, (1887,) of the General Assembly a Special Committee was created to consider the advisability of securing for the State the former Winter Quarters of General Putnam's Division in the town of Redding, in the Western part of the State. That Committee visited the site and reported, advising the acceptance of twelve acres of land, covering as was supposed the entire site of the Camp, which the owner, Mr. Aaron Treadwell, offered to donate, and advising further, that a monument be erected thereon. The report was accepted and a resolution was passed authorizing the Governor to appoint a Committee of four to receive land in behalf of the State and to erect a monument. Fifteen hundred dollar were appropriated for this object.

The Committee on entering upon its labors found that the twelve acres donated by Mr. Treadwell included only a part of the original Winter Quarters, and twenty-one acres on the north, covering the remaining portion, were purchased by Mr. O. J. Jennings of Fairfield for the sum of five hundred dollars, and presented to the State, the only condition of both donors being that the State should enclose and maintain it as a public memorial ground.

On February 27, your Committee visited the grounds, accompanied by many Senators and Representatives, and with Messrs. Hull and Palmer, engineers, thoroughly inspected the grounds, and the monument which had been erected by the building committee.

The monument is an obelisk of native granite, ten feet square at the base, forty-two feet in height and three and one-half feet square at the summit. The base is a crag rising some fifteen feet above the plateau on which the line of barracks is situated. The pedestal or die is composed of four plinths of polished granite, each five feet by five feet, the corners being

filled out with rock-face ashler. The shaft is built up of rock-face ashler and this surmounted by a cap-stone five feet by three and one-half feet, and by a ball two feet in diameter. The material is of granite quarried on the spot with the exception of the plinths, which are from Ridgefield, Connecticut, quarries. Each of the plinths bears an inscription.

The one on the west is:

“Erected to commemorate the Winter Quarters of Putnam's Division of the Continental Army, November 9, 1777—May 25, 1778.”

On the north:

“The world is full of their praises. Posterity stands astonished at their deeds.”

On the east:

“The men of '76 who suffered here. To preserve forever their memory, the State of Connecticut has erected this monument A. D. 1888.”

On the south, the officers in command of the encampment:

Putnam.
McDougal.
Poor.
Parsons.
Huntington.

The designer of the monument was John Ward Stimson, of New York; the architect, Warren A. Briggs, of Bridgeport; the contractor, Filo W. Bates, of Norwalk.

Your Committee find said monument to be appropriate in design and properly built, and recommend its acceptance by the General Assembly. The monument, however, is not, in the opinion of your Committee, the most important feature of the place. This is to be found in the long lines of raised barracks beginning near the monument at the extreme southern end of the grounds and running north in a straight line fifteen hun-

dred feet as defined by General Putnam himself. These stone heaps formed the chimneys of the huts of logs and earth in which the soldiers were quartered and indicate clearly the form and limits of the camp. Two clear water brooks flowing down the hillside washed either flank of the encampment. On the hill-top at the west, a rude head-stone and two or three mounds mark the spot where the bodies of those soldiers who died during the winter were interred. The ruins of the officers' quarters may still be seen near the monument, and in the wood on the east the remains of the former guard house may be traced. There are also on the northwest the ruins of the circular bake oven and powder magazine, and many other objects of natural beauty and patriotic interest.

Your Committee are of the opinion that it is the duty of the State to take this interesting relic into its possession and forever preserve it, that it may tell its story to the remotest generations. Of the winter quarters at Valley Forge, Morristown, and on the Hudson no vestige except faint lines of earth works remain. This camp alone enables us to re-construct the Winter Quarters which, much more than his marches and battles, tried the patriotism and endurance of the Continental soldier.

It may not be thought sound policy to employ the revenues of the State in erecting a pleasure park, but to use them in providing a memorial to the men who founded the State and the nation would seem a proper and virtuous act. The grounds in question now comprise some thirty-three acres and to lay them out in a manner compatible with the importance of the subject and the dignity of the State, a considerable sum will be required. The ground about the monument is to be graded, roads, walks and bridges are to be constructed and the whole tract enclosed with a wall of stone. In accordance with instructions of your Committee Messrs. Hull and Palmer, engineers of Bridgeport, have prepared a plan and layout of the camp together with line map showing its position in regard to railroads and highways, the rapidly growing town of Bethel and the recently incorporated city of Danbury.

In conclusion, your Committee would recommend that a sufficient sum be appropriated to clear up the underbrush where necessary, provide roads, walks and bridges, build a substantial wall around the entire camp, and to carry out the plan as

detailed and specified in the accompanying designs, which are herewith submitted, together with the engineers' estimates. And your Committee further recommend the appointment of a commission of seven by His Excellency, the Governor, to carry out said plans and estimates and to that end your Committee are unanimous in recommending the passage of the accompanying resolution.

All of which is respectfully submitted.

ISAAC N. BARTRAM, *Senate Chairman.*

C. A. SHARPE, *House Chairman.*

HENRY E. CHICHESTER, *Clerk.*

February 25, 1889.

REPORT OF HULL & PALMER TO THE COMMITTEE.

(Appointed by S. J. R., 25.)

To the Honorable Committee of the Putnam Camp Ground situated in the town of Redding, Connecticut :

I beg leave to make the following reports of the survey and estimates of the layout and improvements proposed on the grounds to be dedicated as a memorial park to the Continental Soldiers.

Main Avenue. Said avenue to be 50 feet in width, 1,640 feet in length—equal to 99.3 rods at \$10 a rod, \$993.00

Side Avenue and Ways. Said side avenue to be 30 feet in width and 4,980 feet in length—equal to 301.8 rods at \$10 a rod, 3,018.00

Paths. Paths to be 5 feet in width, 2,040 feet in length, at 20c per lineal foot, 408.00

Masonry. Foundation for block house at main entrance, at 70c per cubic foot, including excavation, 1,580.25

Middle and upper gate posts at entrances to grounds, at 75c per cubic foot, 716.80

Contruction of a masonry dam for a reservoir to be in elevation 157 C yards, at \$6.00, 942.00

4 arch bridges with parapet walls, 3 for main and one for side avenues, at \$380 each,	1,520.00
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5 pipe culvert of 18 inch diameter, with parapet wall for drainage under avenues,	775.00
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Replacing stone chimneys as they originally were at the date of camp, 40 in all,	800.00
--	--------

<i>Gates.</i> 3 double gates of wood, old-fashioned gates, heavy and strong,	200.00
--	--------

2 small gates at paths with posts,	40.00
------------------------------------	-------

<i>Cleaning Grounds.</i> Cleaning grounds, removing brush and briars, all cleared up and burned, at \$20 per acre,	660.00
--	--------

<i>Fencing Grounds.</i> Fencing grounds with a good and well laid stone wall, to be four feet in elevation, 3 feet at base, 1 1-2 feet at top, and to have stones set up edgeways or endways on the top of said stone wall with good cement mortar, to have said stones in portions, main wall to be laid dry well chinked, and foundation to be made below post line when required in soft wet ground, at \$10 per rod, length 5,617 lineal feet—equal to 346.4 rods,	3,464.00
--	----------

<i>Iron Fence.</i> Iron wrought iron fence 5 feet high around monument, 18 feet square at \$4 a foot, set on stone and braced,	288.00
--	--------

Iron wrought iron fence around graves, 4 feet high, set on stone, 60 x 20—160, \$3.00,	480.00
--	--------

<i>Houses.</i> Block house of timber at main entrance with floors and stairs,	650.00
---	--------

6 barracks with chimneys or log huts in ye olden time of 1778, at \$200 each,	1,200.00
---	----------

<i>Widening.</i> Widening the old Sherman turnpike and road from main entrance to A. Treadwell,	1,000.00
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Contingent expenses, 10 per cent,	1,873.50
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\$20,608.55

Respectfully submitted,

HULL & PALMER.

SENATE BILL No. 174.

**An Act making Appropriation for the Isreal Putnam Memorial
Camp Ground at Redding.**

*Be it enacted by the Senate and House of Representatives in
General Assembly convened :*

SECTION 1. That a sum not to exceed twenty thousand six hundred and eight dollars and fifty-five cents be and is hereby appropriated to be paid out of any money in the treasury not otherwise appropriated, in full compensation for surveying and expense of Commissioners in carrying out the plans and specifications as reported by the Special Committee on the Putnam Memorial Camp Ground at Redding, in Fairfield County.

SEC. 2. The Comptroller is hereby authorize to draw his order on the treasurer for such amounts as may be necessary for carrying forward such work. The Secretary of the Commission appointed by His Excellency, the Governor, shall furnish on the first of each month to the Comptroller of the State a certified copy of the material furnished and the labor performed on said memorial park, countersigned by the engineer and superintendent in charge; and on receipt of said certificate duly executed, shall transmit to said secretary the amount named in said certificates within five days of the receipt thereof: provided, however, that the total amount named in said certificate shall not exceed in amount twenty thousand six hundred and eight dollars and fifty-five cents.

Approved, June 19, 1889.

SENATE JOINT RESOLUTION No. 188.**Raising a Commission to take Charge of the Israel Putnam
Memorial Camp Ground,**

Resolved by this Assembly :

SECTION 1. That a commission of seven persons, to be appointed by His Excellency, the Governor, be raised, which commission shall be authorized to accept on behalf of the state any gifts of real estate or money which may be offered

to the state, in addition to the land already acquired by the state and known as the Israel Putnam Memorial Camp Ground, located in the town of Redding, and to take charge of said camp ground until August first, 1891, or until their successors are appointed.

SEC. 2. Said commission is further authorized to cause said camp ground to be fenced, and otherwise suitably improved, as they shall deem meet and proper; provided, they do not exceed the amount of money that may be given, together with the amount appropriated by the state therefor, including pay for their own services.

SEC. 3. Said commission shall report in full their doings, and the amount by them expended, to the next General Assembly.

Approved, June 6, 1889.

SENATE BILL No. 198.

AN ACT

Making Appropriations for the Israel Putnam Memorial Camp Ground at Redding.

GENERAL ASSEMBLY, January Session, A. D., 1889.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

The following sums are hereby appropriated to be paid out of any money in the treasury not otherwise appropriated, in full compensation for the objects hereinafter expressed, for the two fiscal years ending June 30, 1891: For the Israel Putnam Memorial Camp at Redding, for the purpose of improving the grounds in accordance with the plans and specifications which were recommended by the Special Committee to whom was referred that portion of the Governor's message pertaining to the said camp ground, or so much of said improvements as are hereinafter specified: For the main avenue, 50 feet wide by 1,640 feet in length, a sum not exceeding nine hundred and fifty dollars; for side avenue, 30 feet wide by 4,980 in length, a sum not exceeding three thousand dollars; for paths, five feet wide, 2,040 feet in length, a sum not exceeding four hundred dollars;

for foundation for block-house at main entrance, a sum not exceeding fifteen hundred and fifty dollars; for fencing grounds with stone wall, 4 feet high by 3 feet thick at base, and $1\frac{1}{2}$ feet thick on top, 5,617 feet in length; a sum not exceeding thirty-four hundred and fifty dollars and twenty-five cents; for block house, a sum not exceeding six hundred and fifty dollars. The sum total for the six purposes hereinbefore named of not exceeding ten thousand dollars is hereby appropriated; provided, the same can be completed, together with all the costs of engineering and the commission for expenses and superintending the same, for that cost.

Rejected, June 19, 1889.



Plate 15.

JUNCTION OF SUSTINENT AND HUNTINGTON AVENUES.

COMMISSIONERS' REPORT, 1893.

Report of Putnam Memorial Camp Commission,

1889-1890.

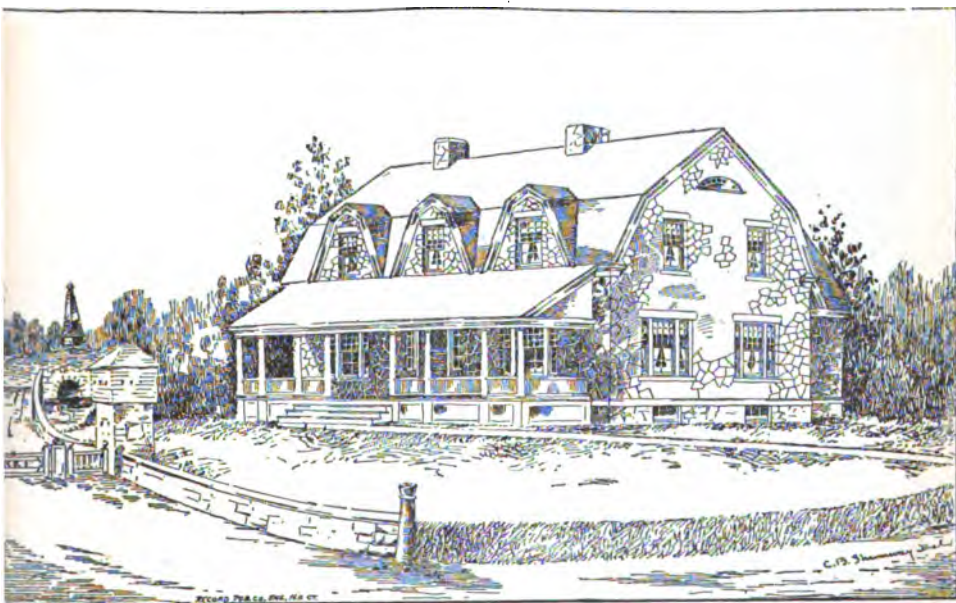
The Commissioners met June 29, 1889, and organized by electing Oland H. Blanchard, President; James E. Miller, Vice President; Charles Burr Todd, Secretary; Samuel S. Ambler, Treasurer; Isaac N. Bartram, Superintendent and Engineer; and Oliver B. Jennings, James E. Miller, and Clement A. Sharpe, Auditors. Active work was begun at once in clearing under-bush and rock from the grounds, building drives, walks, log-barracks, and block-houses. We found the grounds rough and stubborn to clear. Much of the timber had been cut, leaving large and obstinate stumps to remove. We were forced to make many changes from the plans, as, were they followed out, it would mar the beauty of many of the fine features of the camp, and come in contact with the fire-backs. These changes were made only after a careful consideration and by a vote of the Commission. At the main entrance it was found necessary to rebuild the retaining wall to support the drive up the ascent towards the monument.

This wall was finished by a battlement top. We also found it necessary to build stone arches to make safe passages for the water from the mountain streams that rise on the abrupt land and at times swell rapidly. Another stream forms at the south and flows at or near the block houses and forms a junction with the first-named stream at the north. This caused the building of another arch or water-way near the stockades. Protection walls were built on either side to form a finish to the approach. The block houses were reduced in height and the bridge-way between the two abandoned, as in the opinion of the Commissioners it would mar the beauty of the view from the east of the monument and hide the south view of the chimney backs.

The stockade at either side of the block houses extends a distance of thirty-three feet and was designed to show an old style fortress. The posts and gates are of open original design, as low as possible so as not to obstruct the view. The sidewalk gates are of original design, with center of State coat-of-arms. The old stone bridge which was constructed by the soldiers, and is a short distance north of the block houses, has been cleared of brush and loose bramble and guarded by placing four solid granite posts at the corners. There should be railing or more effective shield with lettering denoting its date and use. Passing up the walk to the northeast on the brow of the hill an old fire-place in a good state of preservation was found. On replacing the stones that had fallen we discovered ashes and coals, mingled with which were pieces of bones of beef and swine in almost a perfect state of preservation. Here we built a log barrack to represent as nearly as possible the one that the soldiers erected in 1778. While removing some of the earth at this point other relics were found that are carefully preserved for the "Hall of Relics." It was found very difficult to make the main entrance desirable without more frontage. By the liberality of Aaron Treadwell we secured five and one-half acres of land as a gift. This now forms one of the pleasant features of the entrance. On the southwest of the entrance is a fine grove of timber and in the rear a rugged bluff of rocks. This formed a romantic feature and was a complete obstruction to the enemy; a fortress in itself. On the east of the approach or road known as the Redding and Sherman turnpike is a thicket which forms an abrupt rise to the east. Mr. Treadwell has also donated two large fine springs of water at an elevation of thirty-five feet above the main entrance, with sufficient fall to give a supply of water at the driveway.

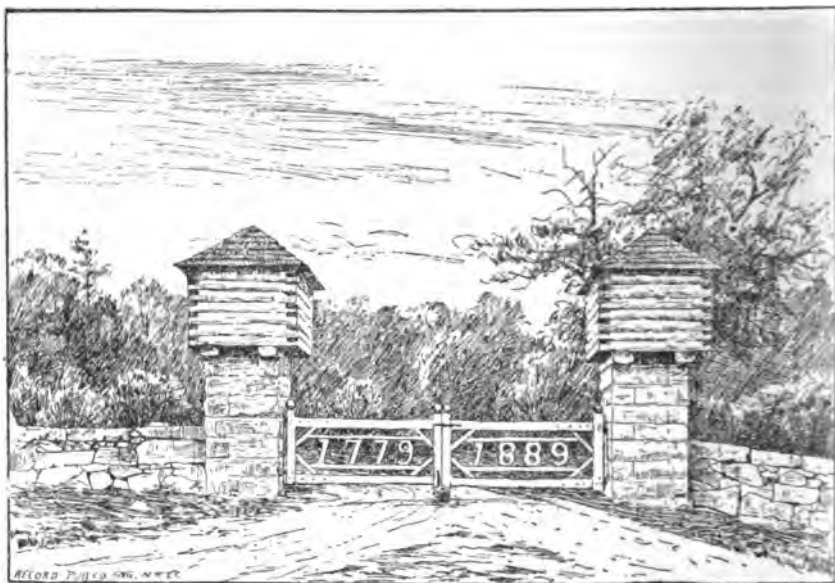
We have erected a water tank and laid sufficient pipe to the springs for further supply than its present use. The Sherman and Redding turnpike has been widened and received its full share of the appropriation. Further work should be done upon it. The towns of Redding and Bethel have been liberal in repairing the same. This highway now forms a nice drive to and from Bethel, being two and one-half miles distant from the main entrance, and passing south and west two and one-half miles to Redding station. A granite arch bridge should be built at the foot of the hill, with rough protection walls on

either side. Further up on the turnpike, near the north entrance, has been constructed an arch bridge, which remains incomplete for want of protection walls. Returning again to near the main entrance, a circular terrace walk has been constructed just north of the main entrance, running north to the foot of the hill near the proposed arch bridge before described. This was difficult and expensive to build, as large boulders mingled with large stumps and roots were encountered the entire length. The terrace is constructed with a splay of forty-five degrees front, a rise of two feet to main terrace, forming a walk on top five feet wide. This is shaded by the primitive forest, which adorns a large portion of the encampment. At the left of this terrace and upon the knoll north of the log bar-rack is a place designed for the officers' quarters and room of relic.



This is in the midst of the natural forest, looking out to the east over the waters of the lake of "The Old Put Club Association." The design of a middle entrance, being not more than twenty rods north of the main entrance, was abandoned as being unnecessary and expensive, and its driveway, if constructed, would come in contact with some of the most interest-

ing landmarks of the encampment; so not wishing to mar any of the original beauty or disturb any of the fire-backs that were found here, your commission decided to leave it entirely out. We pass to the north or Bethel entrance, that is two hundred feet from the Bethel and Redding town line. Here were erected plain and substantial gate posts, in ancient block house style, with plain open gates, with 1779 on the south gate in large figures, and 1889 on the north gate, as shown.



Passing this we wind to the south, where was built a large arch bridge across the north stream of the camp. [See cut, page 55.]

Across this we turn to the left to Sustinent Avenue, which winds its way south, along the line of the Sherman Turnpike, separated from it by a substantial wall of granite. Bearing to the right over the rolling hill we come to a point commanding a beautiful view of the lake to the east. To the west of this summit in a ravine are the remains of a large log barrack. In the hill-side, at quite a distance from the main line of encampment, evidently an out or picket post, a driveway was changed at this point to preserve this intact. A walk should be constructed from a convenient point on Sustinent Avenue to this

well-preserved barrack. Returning again to the summit we make the winding descent of Sustinent Avenue to the bridgeway near the north entrance. This brings us to Huntington Avenue. Proceeding up this we approach the main Avenue, viz., Putnam.



Here has been constructed a broad driveway the entire length of the line of fire-backs or log barracks. To the left at this point and on a slight rise of ground are the old historic apple trees that were planted in the fire places of the barracks. From this point we have a full view of the monument to the south, as well as the entire line of fire-backs. In the rear of these apple trees we find the ruins of a cellar evidently dug out for the storage of supplies. Near this point were found pewter spoons, a copper mess kettle, and grape shot, military buttons, besides other articles. Passing to the north we come in view of the log barrack built on another old location of a camp fire. At this place were found again many relics of great interest. This log barrack is at the south of the rugged crag of rocks and at the foot of a steep ravine which leads up to the old bake oven some five hundred feet distance at a point opposite Huntington Avenue, leading around and up to the ravine, through and under the crag, by the springs, and up to the old bake

oven, around that and to the north, up over the rocks, on to the plateau on the top of Philip's Rocks, turning to the west to Overlook Avenue, should be constructed a walk that all might be able to see the rough and rugged paths over which the soldiers traveled.

Returning again to Putnam Avenue we pass again to the north a few hundred feet. Here we come in full view of the old historic Philip's cave. The historian has written much concerning these caverns and described them as the hiding place of old King Philip. Tradition has painted many visions in connection with it. The cavern has never been fully explored. A more complete hiding place was never found. It is related that an English spy spent many days in its recesses.



A rude rustic walk has been constructed at the north along the rocks and up the side of the bluff to the mouth of the cavern, that the access might be easier. Returning again directly north is the remnant of quite a large log barrack and cellar, evidently the officers' quarters. To the left of this and under a steep ledge of rocks was found the remains of a stone barrack in good condition. We now pass up the ravine with Philip's cave on the south and a high bluff on the north.

Through this passageway the army entered the encampment and its winter quarters. Just at the turn and at the right has been constructed a stone and log barrack facing the south and shielded by the forests surrounding it, and near the spot where were found the remains of an old dugout.



Passing from this directly south up a gradual ascent, in the rear of the rugged cliff above Philip's cave, you arrive at the plateau in the rear of Philip's cave and at the junction of the proposed walk leading from Putnam Avenue by the log barracks as described before. You pass on in a winding driveway to an old colonial style bridge constructed after the most quaint design. You now round the turn and at this point have the most commanding view of the encampment before you. Stretching to the north and south is Putnam Avenue. The monument looms up at the extreme south. The line of fire-backs stretch out before you, and as the eye follows the line to the north it meets the old historic apple trees over the avenue, and to the south we behold the winding driveway of Sustinent Avenue. Following it we see the bridgeway, the north entrance, and Huntington Avenue that forms a junction with Putnam, also a long stretch of the Sherman Turnpike. Again the broad and beautiful grounds of the "Old Put

Club Association." Its rolling hills and distant forests, with its lake, form a most charming effect. The land at this point was donated to the State by O. B. Jennings of Fairfield. From no place in the camp can you obtain such a view. Passing south you approach a rugged, retaining, and parapeted wall under a cliff to form an avenue or approach to the high grounds above that we have just passed. At the foot of this is the burial ground. A winding path is proposed through this. Over to the left, above the crags and thickets, down a slight ravine among the ruins of the soldiers' log barracks or fire-backs, out across a marsh, we come to the upper base of the monument, where the surroundings had been left in a rough and unfinished condition which we have cleared and



filled in many places. Walks have been laid out and built to make it accessible from the avenues on either side.

Other and extensive clearing and grading should be done on all sides. To the south a few rods from this point we have the view of a small lake within the boundaries of the camp, which makes the landscape complete. We have now described minutely the entire encampment. In this description we have the main entrance, as shown in the frontispiece.

We have built 10,485.5 lineal feet of avenues, 986 feet of walks, 3,762 lineal feet fencing. Fencing on the north was not required, as the land adjoining was purchased by Isaac N. Bartram to secure some valuable relics and a passage for an avenue connecting Putnam with Overlook Avenue, and thus preserve the original entrance of the army from the west, and further, the old Philip's cave already referred to. A deed of this has been drawn to the State, with a provision that the State may convey the same to the National Government. On the west along Overlook Avenue no fence was required, as the land was owned by O. B. Jennings and Isaac N. Bartram of the Commission. Two log barracks have been constructed as shown. We have cleared the grounds of underbrush and bramble as far as the appropriation would warrant. We have further cleared a portion of the ground which was necessary, south of the main entrance, that was donated by Aaron Treadwell in his last gift. We have procured a flag staff and flag for the same, to be placed near the monument. We have built thirteen pipe culverts of various dimensions under avenues and walks. We further have constructed 416 lineal feet of terrace at the main entrance before referred to. This was done to take the place of an enclosure wall, it being deemed more desirable.

There should be erected around this terrace a substantial railing to protect it from encroachment. We have drawn from the State \$20,608.27. The entire work has been performed by the day, and none but Connecticut men have been put on the work. For items of expenditures, see vouchers in Comptroller's Office, and for location of avenues, walks, barracks, monument, entrances, and all points described, see the survey herewith submitted, with suggestions for further improvement.

ISAAC N. BARTRAM,	} <i>Putnam Memorial Camp Commission.</i>
OLIVER B. JENNINGS,	
CLEMENT A. SHARPE,	
OLAND H. BLANCHARD,	
SAMUEL S. AMBLER,	
JAMES E. MILLER,	

Since the report was closed very little has been accomplished at the camp. We found ourselves confronted by an inactive Legislature and the Camp in an incompleted condition. It required constant watchfulness and care. It being the property of the State, we presented the matter to the Comptroller, who visited the grounds, and after a thorough and careful examination, directed us to care for it. We, therefore, continued in charge, and have kept one man continually, and a portion of the time two.

By this very limited amount of help we have been able to guard against intruders and keep the relic seekers from defacing its historic features.

We have also kept the drives and walks in fair repair.

The amount paid for labor to January 1, 1893, is \$1,397.52.

Summary of Improvements Required.

1. Clearing, removing rubbish, and grading the remainder of the main line of barracks, and around the outer picket posts or barracks.

2. Repairing the avenues already constructed, splaying the embankments, and erecting a guard wall on the east of Putnam Avenue. Planting trees on the avenues and about the encampment where necessary.

3. To further clear and improve the burial ground, to build walks and drives as provided in survey.

4. To build suitable colonial house for keeper of grounds and hall of relics.

5. To build suitable railing around terrace at main entrance.

6. To build a rustic arch bridge and guard wall at the foot of the hill, north of the main entrance.

7. To build protection walls on the arch bridge, near the north entrance.

8. To provide for the improvements and further work on the Bartram gift.

9. To provide for the transportation and locating of cannon at proper positions in the camp.

10. To provide for the construction of a fountain at the main entrance appropriate for the place, the bed to be constructed of stone, minerals, and ore, from places of historic interest.

11. To build a battlement tower near the bridgeway.

12. To provide for surveys and other contingent expenses, and further approaches to the camp, and to provide for dedicating these grounds.

Summary.

Report of Samuel S. Ambler, Treasurer of the Putnam
Memorial Camp Commission, 1889 and 1890:

1889.		Dr.		
Aug.	8.	To amount from State,	.	\$2,056 16
Sept.	5.	"	.	2,871 08
Oct.	4.	"	.	3,059 33
Nov.	8.	"	.	3,880 00
"	27.	"	.	2,666 58
1890.				
April	28.	"	.	197 39
June	5.	"	.	626 65
"	28.	"	.	479 35
July	21.	"	.	709 92
Aug.	23.	"	.	942 38
Sept.	4.	"	.	1,311 98
Oct.	8.	"	.	1,241 57
Nov.	12.	"	.	497 48
1891.				
Jan.	5.	"	.	68 40
				<u>\$20,608 27</u>

1889.		Cr.		
Aug.	8.	By pay roll and bills,	.	\$2,056 16
Sept.	5.	"	.	2,871 08
Oct.	4.	"	.	3,059 33
Nov.	8.	"	.	3,880 00
"	27.	"	.	2,666 58
1890.				
April	28.	"	.	197 39
June	5.	"	.	626 65
"	28.	"	.	479 35
July	21.	"	.	709 92
Aug.	23.	"	.	942 38
Sept.	4.	"	.	1,311 99
Oct.	8.	"	.	1,241 57
Nov.	12.	"	.	497 48
1891.				
Jan.	5.	"	.	68 40
				<u>\$20,608 28</u>

(Signed) SAMUEL S. AMBLER, *Treasurer.*

FINANCIAL STATEMENT OF COMMISSION.

Bills payable February 1, 1891:

Gilbert Bros. bill,	\$7 50
November, 1890, report and time roll,	357 90
December bills and report,	143 82
John N. Nickerson, three months sec. bill,	45 00
December time,	20.81,
E. J. Hill, flag staff,	67.00
	\$642 03

CR.

By cash with S. S. Ambler, treasurer, received from towns of Redding and Bethel, also for wood and material sold,	\$314 17
By amount as per inventory,	464 25
To amount of bills,	\$642 03
" to balance,	136 39
	\$778 42 \$778 42

STATE OF CONNECTICUT, }
OFFICE OF THE SECRETARY, } ss.

I hereby certify that the foregoing is a true copy of record in this office. In testimony whereof, I have hereunto set my hand, and affixed the seal of said State, at Hartford, this third day of March, A. D. 1893.

JOHN J. PHELAN, *Secretary.*



Plate 16.

HIGHLAND BROOK NEAR SOLDIERS' BRIDGE.

HOUSE JOINT RESOLUTION No. 75.

Resolution Appointing a Special Committee to consider matters concerning Putnam Memorial Camp.*Resolved by this Assembly :*

That a special committee consisting of one Senator and six Representatives be appointed to take into consideration the report of the Putnam Memorial Camp Commission and all matters pertaining to the Putnam Memorial Camp.

Passed, Jan. 25, 1893.

SENATE JOINT RESOLUTION No. 138.

Resolution Authorizing the Publication of the Report of the Putnam Memorial Camp Commission.*Resolved by this Assembly :*

That the Comptroller be and he is hereby authorized and directed to publish for distribution to the members of the General Assembly and others one thousand copies of the report of the Putnam Memorial Camp Commission, such publication to contain the illustrations for which plates have been prepared.

Passed, Feb. 21, 1893.

HOUSE JOINT RESOLUTION No. 445.

Resolution Authorizing and Directing the Commission of Putnam Memorial Camp to investigate the Management of and the Expenses for the Camp.*Resolved by this Assembly :*

That the joint select committee on Putnam Memorial Camp be and hereby is authorized and directed to investigate the expenses, appropriations, and management of the Putnam

Memorial Camp at Redding and report the facts as found to this Assembly with such recommendations as they may deem necessary.

Said committee is hereby empowered to send for papers and persons and to hold hearings at such places as may be necessary for carrying out the purposes of this resolution.

Passed, April 26, 1893.

HOUSE JOINT RESOLUTION No. 510.

Resolution Authorizing the Purchase of a History of Putnam Memorial Camp.

Resolved by this Assembly :

That the Comptroller be authorized and directed to procure for the use of the General Assembly three hundred copies of the history of Putnam Memorial Camp, published by Charles B. Todd, at an expense not exceeding twenty cents per copy.

Passed, June 1, 1893.

SENATE BILL No. 58.

PUBLIC ACTS, CHAPTER CLXXXVI.

An Act Concerning Hunting and Fishing on Putnam Memorial Camp Ground.

Be it enacted by the Senate and House of Representatives in General Assembly convened :

SECTION 1. No person shall hunt or fish upon the grounds of Putnam Memorial Camp, in the town of Redding, or enter upon said grounds for either of said purposes; and every person found on said grounds with a fishing-rod, gun, or hunting dog without permission, shall be deemed, *prima facie*, to be there for the purpose of hunting or fishing thereon in violation of the provisions of this Act.

SEC. 2. Every person who shall violate the provisions of this Act shall be fined not more than twenty-five dollars.

Approved, June 6, 1893.

HOUSE JOINT RESOLUTION No. 563.

Concerning Putnam Memorial Camp.

Resolved by this Assembly :

SECTION 1. That the Comptroller be authorized and directed to draw his order on the treasurer in favor of the persons herein named, in payment of sums due in connection with the improvements upon Putnam Memorial Camp: To I. N. Bartram and wife, upon the execution and delivery to the State of a proper deed to the State, for the purposes of a public park, of a tract of land adjacent to said park, known as the "Bartram Gift," with the improvements thereon, twenty-five hundred and sixty-eight dollars; to the Record Publishing Company, for cuts, fifty dollars; S. S. Ambler, for services as secretary and treasurer of the Commission, one hundred and fifty dollars; to Schofield and Starr, for surveys, etc., two hundred and sixty-seven dollars and five cents; to J. N. Nickerson, for services and expenses, one hundred and twenty-three dollars; to I. N. Bartram, for moneys expended in care of the camp, between the date of the exhaustion of the appropriation and the time the Comptroller took charge, seven hundred and twenty dollars and fifty-eight cents, to I. N. Bartram, for services as superintendent since the appropriation was exhausted, five hundred dollars; to the Commissioners for contingent expenses to July 1, 1895, upon presentation of proper vouchers, not exceeding two hundred dollars; and for expenses for the proper dedication of the Camp at a date to be fixed by the Commissioners, five hundred dollars.

SEC. 2. The Putnam Camp Commission is hereby authorized to procure plans for and cause to be erected upon the Putnam Memorial Camp Grounds at an expense not exceeding two thousand dollars, a suitable pavilion or building for the protection of the visitors, with one or more rooms for the use of the keeper; provided, that bids for such construction shall be advertised in a newspaper published in Danbury, one in Norwalk, and in one other paper, and the contract for such construction shall be let to the lowest responsible bidder.

SEC. 3. The Comptroller is authorized to continue the care of the Putnam Memorial Camp so far as may be necessary for its preservation, but no further sums shall be paid for services of the commission, or any secretary or

treasurer thereof, or of any superintendent or engineer thereof except from sums specially appropriated therefor. (Section 3, repealed July 9, 1895,)

Approved, June 30, 1893.

HOUSE JOINT RESOLUTION No. 563.

The report of the Committee on Putnam Camp Ground, on a resolution concerning the investigation of Putnam Memorial Camp, recommending the passage of the resolution, was received.

The resolution was read twice, and tabled for the calendar and printing.

The report is as follows:

STATE OF CONNECTICUT, GENERAL ASSEMBLY,

January Session, A. D. 1893.

The joint Special Committee of Putnam Memorial Camp, who were instructed by a joint resolution of the General Assembly to investigate the expenditure made by the Commissioners on Putnam Memorial Camp, under the appropriations made by the General Assembly, beg leave to report:

That they have visited the Camp and examined the work done there, the buildings and other structures erected, and have heard the testimony of the Commissioners, and of various citizens relative to the same.

The first appropriation was made by the General Assembly, in 1887, for the purpose of erecting a suitable monument on the site of the winter quarters of General Israel Putnam and his American army in 1778 and 1779. This appropriation was of fifteen hundred dollars and was entirely expended in the erection of the monument, under the Commission then appointed by Governor Lounsbury,

In 1889, certain lands having been donated to the State for the purposes of a public park, an appropriation was made by the General Assembly for the purpose of improving the grounds, constructing driveways, bridges, buildings, gateways, and fences about such lands, and to otherwise improve the same for public use. A new Commission was then ap-

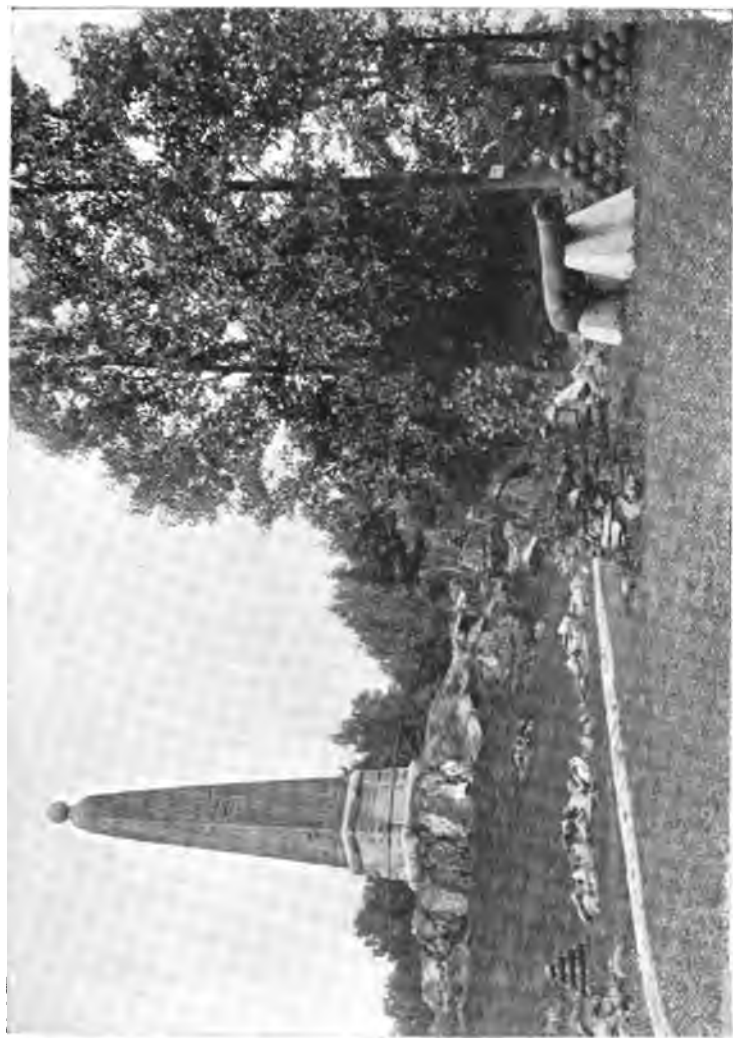


Plate 17.

OFFICERS' QUARTERS.

pointed to have charge of these expenditures. The Commission, organized by the appointment of various officers, secured a survey and plan for the development of the park, and proceeded to carry out the work of the Commission.

B. H. Hull, Esq., of Bridgeport, was appointed engineer, and laid out the plan of development; I. N. Bartram, Esq., was appointed superintendent of the work; Charles B. Todd, Esq., was appointed secretary, and S. S. Ambler, Esq., was appointed treasurer.

The grounds were at the commencement in an exceedingly rough and stony condition, and were covered to a considerable extent with trees and undergrowth. The line of fire-backs used by the soldiers extends in a double row from north to south for nearly a mile. These are in a good state of preservation, and in connection with other evidence of use by General Putnam, about the grounds, make the place of great historic value.

The character of the monument and entrances to the park, the bridges and old barracks restored, are shown in the engravings in the report of the Commission, published by the present session of the General Assembly, and also in the historical pamphlet issued by Charles B. Todd, of which copies have been purchased and distributed to the members.

We find that the work has been done thoroughly and well done. Various additional pieces of land have been donated, and an additional tract of about fifteen acres, owned by Mr. and Mrs. I. N. Bartram, containing what is known as King Philip's Cave, a place of considerable historical interest, will be deeded to the State, provided the expenses of the improvements made upon the place are paid as is hereinafter recommended.

In constructing the work and driveways, according to the plans adopted by the Commission, it was found necessary to procure an additional tract of land, and the Commission being then without available funds, Mr. and Mrs. Bartram purchased the land, and, under the direction of the superintendent, the additional driveways were made, and one or more log buildings erected, at an expenses of about two thousand five hundred dollars.

In investigating the expenditures of the money, we find that there was paid for skilled labor from \$2.50 to \$3 per day;

for unskilled labor at the rate of \$1.50 per day; for an experienced foreman, \$5 per day. That teams were employed at the rate of \$4 per day, including the driver, where cattle were used, and \$4.50 per day where horses were used, for days of ten hours each. That whenever a less time than ten hours' work was done in a day a deduction was made. We find that there was expended for labor and teams the sum of \$12,931.65. There was expended for salaries, \$3,253.83; for the engineer, Mr. Hull, for laying out the grounds, \$450; for the wood on certain of the lands given to the park, \$100; making a total of \$16,735.48, leaving balance of the appropriation of \$3,873.07 expended in the purchase of tools, lumber for the construction of the block houses, gateways, and fences, sand, mortar, freight, traveling expenses, and other items connected with the work. We find that the Commissioners charged \$5 per day and traveling expenses for their meetings, which were held once a month, during the seasons of 1889 and 1890, excepting that I. N. Bartram received no pay as Commissioner while acting as superintendent. That soon after the work was begun the services of Mr. Hull as engineer were dispensed with and Mr. Bartram was appointed engineer, in addition to his duties as superintendent; and that, as such engineer, he made the plans for the gateways, log buildings, bridges, and roadways as they were adopted by the Commission. We find that there has been paid to I. N. Bartram, as Commissioner, \$15; as superintendent and engineer, \$2,070; to J. E. Miller, \$152.50; to S. S. Ambler, \$85; O. H. Blanchard, \$40; C. A. Sharpe, \$100; H. E. Pouch, landscape architect, \$121.30; to C. B. Todd, as secretary and Commissioner, \$670.

The payment to I. N. Bartram covers certain expenditures for designs, for assistance on the books, and on the reports of the commission for which there is no charge.

We find that an accurate pay-roll was kept of every man and team employed. That the pay-rolls were signed by the men respectively and were audited by the auditing committee, and a detailed item of expenses was filed each month with the Comptroller. That a voucher for every item of expense is now on file with the Comptroller, with an inventory of the tools and personal property on hand, amounting to \$464.25.

The Commissioners asked for an appropriation to com-

plete the work at the park (including a substantial house to be erected for the use of visitors, and to be occupied by a keeper, costing about \$9,000), of about \$30,000.

Subsequent to the expenditure of the appropriation by the Commission the superintendent, Mr. Bartram, continued in charge of the grounds, and expended in their care up to the time when the Comptroller took charge in behalf of the State, the sum of \$720.58, and has ever since continued to have some supervision of them, for which he asks that half his salary, of \$150 a month, be allowed, and of which the committee have voted to recommend the payment of one-third, or \$25 a month, amounting to \$625.

On the first day of April, 1891, the Comptroller of the State took charge of the grounds in the name of the State, there having been no session of the General Assembly in 1891, and has since employed sufficient help — sometimes one man and sometimes two men — at an average payment of \$1.50 per day during the summer time, to keep the grounds in order, having made a total expenditure for this purpose to June 1, 1893, of \$1,625.77.

Your Committee are of the opinion that it is desirable and essential, in order to complete said Camp as a memorial, that the Bartram tract should be acquired, the sums expended for improvements thereon should be paid, and that certain other improvements are necessary and should be provided for by the appropriation, as follows: and they therefore recommend the passage of the accompanying resolution, which provides an appropriation to pay for the following items:

For expenditure on the Bartram gift, so-called	\$2,568.00
For Record Publishing Company, cuts, . . .	50.00
For S. S. Ambler, services for sec. and treas., . . .	150.00
For Schofield & Starr, surveys, etc., . . .	267.05
For a pavilion for use of visitors and protection from storm, to include rooms for Keeper, etc.	2,000.00
For J. N. Nickerson, services and expenses, . . .	123.00
To reimburse I. N. Bartram for expenditure and expense in care of the grounds after the appropriation was expended, . . .	720.58
For services, . . .	500.00
To provide for contingent expenses of the Commission to July 1, 1895.	200.00

To provide for proper dedication of the Camp, on June 17, 1894,	500.00
Total	\$7,078.63

While the Commissioners have been obliged to expend considerable time in the performance of their duties, and have not charged unreasonably therefor, we are of the opinion that hereafter for services in a matter of this nature no charges should be made other than for actual traveling and incidental expenses; that the Comptroller, having taken charge of the Camp, should be authorized, if he is not already by law authorized, to expend such sums as may be necessary to keep the Camp and buildings and improvements thereon in order.

All of which is respectfully submitted,

J. B. NOBLE, *Chairman.*

June 16, 1893.

HOUSE JOINT RESOLUTION No. 583.

Resolution Paying Expenses of Investigating the Expenditures upon Putnam Memorial Camp.

Resolved by this Assembly :

That the Comptroller be authorized and directed to draw his order on the treasurer in favor of Michael J. Houlihan, chairman of the committee on Putnam Memorial Camp, for the sum of one hundred and seventy-seven dollars and twenty-two cents, in payment for the expenses of the committee and witnesses in investigating the expenditure of the appropriations made for the development of said park, under the resolution of the General Assembly.

Passed, June 23, 1893.

SENATE JOINT RESOLUTION No. 33.

Resolution Appointing a Committee of One Senator and Eight Representatives on the Putnam Memorial Camp at Redding.

Resolved by this Assembly :

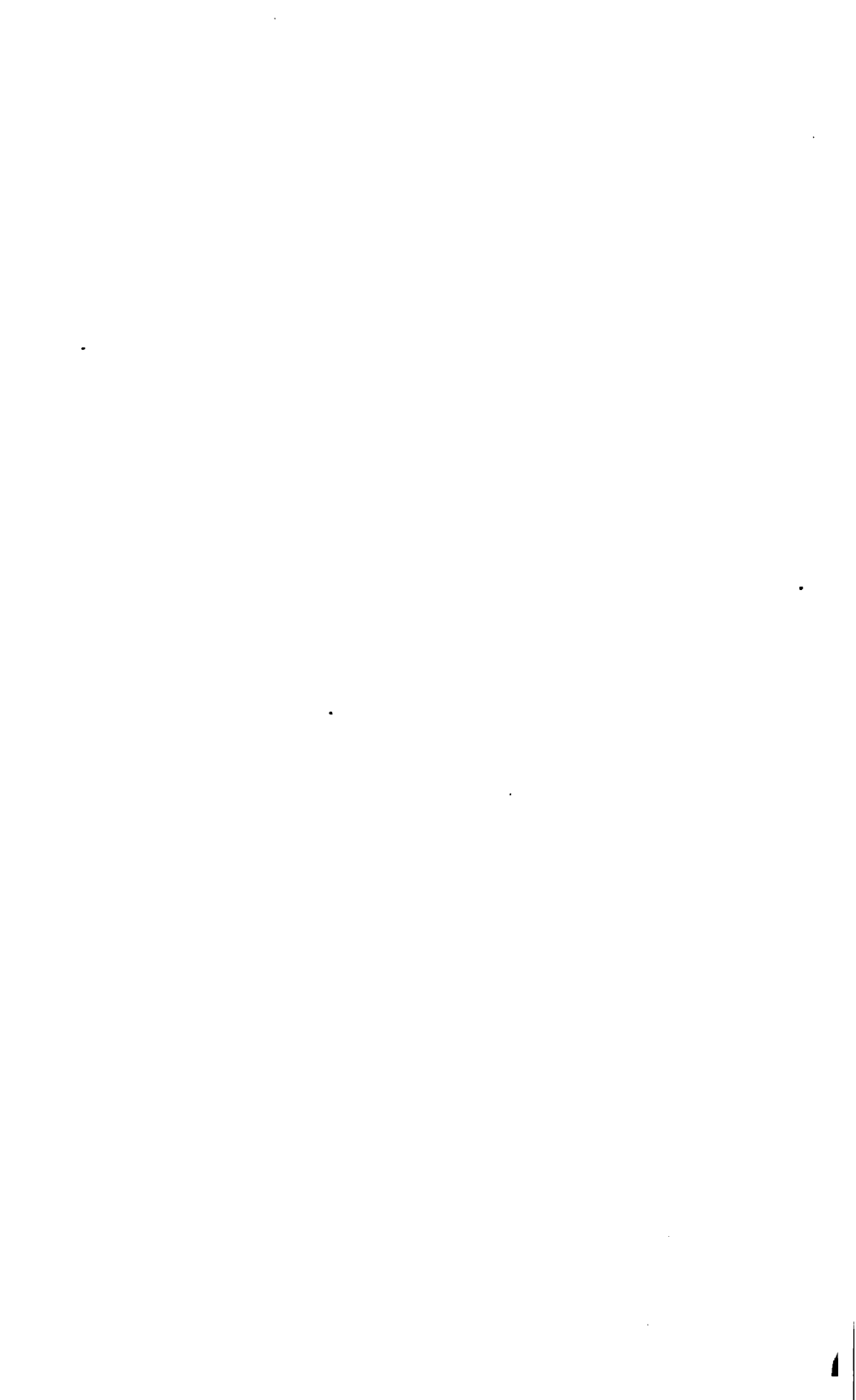




Plate 15.

ONE OF THE LEDGES.

That a committee consisting of one Senator and eight Representatives be appointed to whom shall be referred all matters relating to the Putnam Memorial Camp at Redding, and who shall take into consideration all matters which shall be referred to them and report their opinion thereon, together with such propositions relating thereto as to them shall seem expedient.

Passed, Feb. 15, 1895.

SENATE JOINT RESOLUTION No. 97.

Report of the Committee on Putnam Memorial Camp.

The Joint Select Committee on Putnam Memorial Camp, to whom were referred matters relating to Putnam Memorial Camp, beg leave to report that they have visited the Camp and examined the work which has been done there, the buildings and other structures erected, and find them all in fairly good condition. The same is now under the supervision of the Comptroller, and there is no pressing need for any special expenditure or appropriation, but in order to preserve and maintain what has already been expended at the Camp, your Committee recommend in the future that something be done to put the Camp under some special supervision, and to erect a more substantial building to preserve the relics and make a home for the superintendent or person having charge of the work needed around the Camp.

We have several claims for services rendered and money expended presented, which have been disallowed, except one, I. N. Bartram of Sharon, for \$2,400; \$700 of which your Committee has allowed and reported as due the said Bartram, and the same is to settle all claims and disputes between the State and said Bartram on account of the Camp, and for that reason we suggest that the matters pertaining to said Camp in the future be under some special supervision in regard to the expenditures for the care and future maintenance of the grounds.

All of which is respectfully submitted,

Passed, June 21, 1895.

PHILIP WADSWORTH, Chairman.

SENATE JOINT RESOLUTION No 97.

SUBSTITUTE FOR SENATE JOINT RESOLUTION No. 97.

Making an Appropriation to Isaac N. Bartram.*Resolved by this Assembly :*

That the Comptroller be and he hereby is authorized and directed to draw an order on the treasurer in favor of Isaac N. Bartram of Sharon, for the sum of seven hundred dollars for services rendered and money expended in connection with the Putnam Memorial Camp, and that said sum of seven hundred dollars shall be in full of all demands of the said Bartram, and that the same shall settle all claims and disputes now existing between the State and the said Bartram on account of said Putnam Memorial Camp.

Approved, July 1, 1895.

SENATE JOINT RESOLUTION No. 179.**Resolution Concerning the Israel Putnam Memorial Camp Commission.***Resolved by this Assembly :*

SECTION 1. That the official term of the present Commission on the Israel Putnam Memorial Camp Ground shall terminate on the first day of July, 1895.

SEC. 2. Said Commission shall hereafter consist of seven persons to be appointed by the Governor, who may also fill any vacancy occurring in said board for any cause.

SEC. 3. The members of said Commission shall hold office for two years on and after the first day of July next succeeding their appointment, and until their successors are appointed.

Approved, June 28, 1895.

SENATE JOINT RESOLUTION No. 208.**Concerning the Israel Putnam Memorial Camp.***Resolved by this Assembly :*

SECTION 1. That the care and control of the Israel Putnam Memorial Camp shall be and, from and after the passage of this act, the same is hereby vested in the Israel Putnam Memorial Camp Commission.

SEC. 2. The said Commission is hereby authorized and empowered to take such steps for the proper maintenance and preservation of said Camp as shall seem best to said Commission; provided, however, that the cost of the State, including the expenses of the Commission, shall not exceed the sum of two thousand dollars annually.

SEC. 3. The members of said Commission shall serve without compensation, but their reasonable expenses while in the prosecution of the duties of their offices shall be paid them; provided, said expenses shall not exceed three hundred and fifty dollars for the whole board.

SEC. 4. Section three of act number 734, page 1152, of the private laws of 1893, and all acts or parts of acts inconsistent herewith, are herewith repealed.

Approved, July 9, 1895.

HOUSE JOINT RESOLUTION No. 17.

Resolution Raising a Joint Select Committee on Putnam Memorial Camp.

Resolved by this Assembly :

That a Joint Select Committee on Putnam Memorial Camp consisting of one Senator and eight Representatives be and is hereby raised.

Passed, January 13, 1897.

SENATE JOINT RESOLUTION No. 56.

Concerning care of Camp.

Resolved by this Assembly :

SECTION 1. That the care and control of the Israel Putnam Memorial Camp shall be, and from the passage of this act, the same is hereby vested in the Israel Putnam Memorial Camp Commission.

SEC. 2. The said Commission is hereby authorized and empowered to take such steps for the proper maintenance and preservation and improvement of said Camp as shall seem best to said Commission; provided, however, that the cost to the State, including the expenses of the Commission, shall not exceed the sum of twenty-five hundred dollars annually.

SEC. 3. The members of said Commission shall serve without compensation, but their reasonable expenses while in the prosecution of the duties of their offices shall be paid them; provided, said expenses shall not exceed four hundred and fifty dollars for the whole board.

SEC. 4. All acts or parts of acts inconsistent herewith are hereby repealed.

Approved, June 9, 1897.

SENATE JOINT RESOLUTION No. 108.

Resolution Concerning the Architect of the Putnam Memorial Park Commission.

Resolved by this Assembly:

That the Comptroller be and he hereby is authorized and directed to draw his order on the treasurer for the sum of \$727.90 in favor of A. Murray Jenks, of New York, in payment for his services as architect and engineer in making plans, specifications, drawings for cuts, etc., for the Putnam Memorial Park Commission.

Rejected, April 30, 1897.

SENATE JOINT RESOLUTION No. 109.

Resolution Concerning Claims of Schofield & Starr for Services to Putnam Memorial Camp Commission.

CITY SURVEYOR'S OFFICE,

Bridgeport, Conn., Jan. 1, 1897.

The Putnam Memorial Camp Commission,

TO SCHOFIELD & STARR, DR.

Civil Engineers and Surveyors,

Room No. 2, City Hall.

HORACE G. SCHOFIELD, City Surveyor.

WILLIAM W. STARR, Jr.

1893.

Mar. 1, Stand 1 day Hartford before Legislature Com. \$10.00

21, " " " " " 10.00

Traveling Expenses, 6.60

\$26.60

Rejected, April 30, 1897.

SENATE JOINT RESOLUTION No. 203.

**Making an Appropriation for a Building on the Israel Putnam
Memorial Camp.**

GENERAL ASSEMBLY,

January Session, A. D. 1897.

Resolved by this Assembly:

That the sum of eight thousand dollars be and the same is hereby appropriated for a fire-proof building for the preservation of war relics upon the Israel Putnam Memorial Camp, to be erected under the direction of the Israel Putnam Memorial Camp Commission.

Referred to the next General Assembly, May 26, 1897.

HOUSE BILL No. 604.

An Act Making Appropriations for_____*Be it enacted by the*_____

The following sums are hereby appropriated_____ for the fiscal years ending Sept. 30th, 1899,_____ for Israel Putnam Memorial Camp Commissioners, for care of the Israel Putnam Camp, five thousand dollars; for expenses of the Commissioners, four hundred and fifty dollars.

Approved, June 12, 1897.

FROM GOVERNOR LOUNSBURY'S MESSAGE.

The Israel Putnam Memorial Park Commissioners report that decided improvements have been made in the grounds of the park, that a supply of pure water has been procured, and that a granite monument has been erected in memory of the unknown dead buried there. More than 35,000 visited the park during the year. The Commissioners asked for an appropriation for the purpose of erecting a fire-proof building to hold the Revolutionary relics and to build a cottage for the Keeper of the Park. These buildings are needed for security and convenience.

January 4, 1899.

HOUSE JOINT RESOLUTION No. 13.

Resolution Raising a Committee on Putnam Memorial Camp.

Resolved by this Assembly :

That a Joint Select Committee on Putnam Memorial Camp consisting of one Senator and eight Representatives be and is hereby raised.

Passed, Jan. 12, 1899.

SENATE JOINT RESOLUTION No. 118.

On page 1169, Public Acts of 1899, under the title "An Act making an appropriation for sundry civil purposes," the following:

For Israel Putnam Memorial Camp Commissioners, for care of the Israel Putnam Camp, four thousand dollars; for expenses of the Commissioners, four hundred and fifty dollars.

January Session, 1899.

HOUSE JOINT RESOLUTION No. 197.

Resolution Compensating A. M. Jenks for Services Rendered.

Resolved by this Assembly :

That the Comptroller be and he hereby is authorized and directed to draw his order on the treasurer for the sum of \$727.90 in favor of A. Murray Jenks, of New York, in payment for his services as architect and engineer in making plans, specifications, drawings for cuts, etc., for the Putnam Memorial Park Commission.

Rejected, May 17, 1899.

SENATE JOINT RESOLUTION, No. 199.

Resolution for the Payment of Committee, etc., for Expenses to Putnam Camp Park.

Resolved by this Assembly:

That the Comptroller be and hereby is authorized and directed to draw his order upon the treasurer in favor of W. S. Wortman for the sum of sixty-four dollars (\$64.00) in payment of the expenses of the committee and commissioners on the Putnam Memorial Camp at their visit to the Putnam Memorial Park.

Passed, June 1, 1899.

SUBSTITUTE FOR SENATE JOINT RESOLUTION
No. 203.

Concerning a New Building at Israel Putnam Memorial Camp.

Resolved by this Assembly:

That the Israel Putnam Memorial Camp Commission be and is hereby authorized to procure plans and specifications for a new building at the Israel Putnam Memorial Camp, and the Comptroller is hereby authorized and directed to draw his order in payment for such plans and specifications, when made, to an amount not exceeding four hundred dollars.

Rejected, June 15, 1899.

HOUSE JOINT RESOLUTION No. 208.

Resolution Concerning the Israel Putnam Memorial Camp Commission.

Resolved by this Assembly:

That the Senate Joint Resolution No. 179, concerning the Israel Putnam Memorial Camp Commission, approved June 28, 1895, be and the same is hereby amended to read as follows:

SECTION 1. The official term of the present Commission on the Israel Putnam Memorial Camp Ground shall terminate on the first day of October, 1899.

SEC. 2. Said Commission shall hereafter, as now, consist of seven persons to be appointed by the Governor, and the Governor may fill any vacancy occurring in said board.

SEC. 3. Said Commission shall hold office for two years from and after the first day of October next succeeding their appointment, and until their successors are appointed.

Rejected, May 23, 1899.

HOUSE JOINT RESOLUTION No. 509.

Concerning the Appointment of a Policeman for Putnam Memorial Camp Ground.

Resolved by this Assembly:

That the Governor shall appoint and commission the keeper of the Putnam Memorial Camp Ground as a policeman for duty at Putnam Camp, and such policeman when so commissioned shall have the same powers as are granted policemen on railroads and steamboats, by the statutes of the State.

Approved, June 1, 1899.

HOUSE BILL No. 566.

Appropriation for Care and Improvement of Israel Putnam Memorial Camp.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

SECTION 1. The Putnam Memorial Camp Commission is hereby authorized and empowered to take such steps for the proper maintenance and preservation and improvement of said Camp as shall seem best to said Commission, provided, however, that the cost to the state shall not exceed the sum of three thousand dollars annually.

SEC. 2. The members of said Commission shall serve without compensation, but their reasonable expenses while in the prosecution of the duties of their offices shall be paid them; provided, said expenses shall not exceed four hundred and fifty dollars for the whole board.

SEC. 3. All acts or parts of acts inconsistent herewith are hereby repealed.

Rejected, June 9, 1899.

HOUSE BILL No. 649.

An Act Making Appropriations for_____

Be it enacted by the Senate and House_____

The following sums are hereby appropriated_____ for the two fiscal years ending September 30th, 1901, _____ for Israel Putnam Memorial Camp Commissioners, for care of the Israel Putnam Camp, four thousand dollars, for expenses of the Commissioners, four hundred and fifty dollars.

Approved June 20, 1899.

HOUSE JOINT RESOLUTION No. 12.

Resolution Raising a Joint Select Committee of the Putnam Memorial Camp.

Resolved by this Assembly:

That a joint select committee on the Putnam Memorial Camp be raised consisting of one Senator and eight Representatives.

Passed, January 15, 1901.

SENATE JOINT RESOLUTION No. 42.

Resolution Concerning the Israel Putnam Memorial Camp Commission.*Resolved by this Assembly :*

That the Senate Joint Resolution No. 179 concerning the Israel Putnam Memorial Camp Commission, approved June 28, 1895, be and the same is hereby amended to read as follows :

SECTION 1. The official term of the present Commission on the Israel Putnam Memorial Camp Ground shall terminate on the first day of October, 1901.

SEC. 2. Said Commission shall hereafter, as now, consist of seven persons to be appointed by the Governor, and the Governor may fill any vacancy occurring in said board.

SEC. 3. Said Commission shall hold office for two years from and after the first day of October next succeeding their appointment, and until their successors are appointed.

Rejected, April 16, 1901.

SENATE JOINT RESOLUTION No. 43.

Resolution Making an Appropriation for a Museum Building on Israel Putnam Memorial Camp Ground.*Resolved by this Assembly :*

That the sum of eight thousand dollars be and the same is hereby appropriated for a fireproof building for the preservation of war and colonial relics upon the Israel Putnam Memorial Camp Commission.

Rejected, June 11, 1901.

SENATE JOINT RESOLUTION No. 214.

Resolution Paying the Expenses of the Putnam Memorial Camp Committee.*Resolved by this Assembly :*

That the Comptroller be and he is hereby authorized and

directed to draw his order on the treasurer in favor of Charles W. Beach, Chairman of the Putnam Memorial Camp Committee for the sum of forty-one dollars, to pay the expenses of said Committee incurred in visiting Putnam Memorial Camp Ground.

Passed, May 17, 1901.

HOUSE JOINT RESOLUTION No. 370.

SUBSTITUTE HOUSE BILL No. 370.

SPECIAL LAWS No. 435.

An Act Making an Appropriation for the Care and Improvement of the Israel Putnam Memorial Camp for the two years ending Sept. 30, 1903.

Be it enacted by the Senate and House of Representatives in General Assembly convened :

The following sums are hereby appropriated to be paid out of any money in the treasury not otherwise appropriated, in full compensation for the objects hereinafter specified for the two fiscal years ending September 30, 1903; For the Israel Putnam Memorial Camp Commissioners, for the care and improvement of the Israel Putnam Memorial Camp, four thousand dollars; for expenses of the said Commissioners, four hundred and fifty dollars.

Approved, June 11, 1901.



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